

LOS TEJANOS ACTIVISM AND CHANGE

A Look at Emma Tenayuca & Other Influential Tejano Activists
Based on Texas Essential Knowledge & Skills

Grade Seven



UTSA INSTITUTE OF
TEXAN CULTURES

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Introduction

Dear Educator,

This resource guide gives students the chance to learn about influential Tejano activists. Students will use critical thinking and inference skills to develop a visual timeline for Emma Tenayuca, an important but sometimes overlooked Texan activist. Then, students will be given the opportunity to research and develop a visual timeline presentation for an activist of their choice. Throughout the activities, students will use essential skills and consider the impact one person can have on society. The contents of this guide are based on Social Studies TEKS for grade 7, but some activities may be modified for higher or lower grades.

For additional resources and information on ITC exhibits and tours, please visit

<http://www.texancultures.com/resources/>

If you have any questions or would like more information on materials, resources and services for students and educators, please do not hesitate to contact us.

Respectfully,

The Institute of Texan Cultures

Education and Interpretation

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Using This Educator Guide

Activism & Change includes a variety of activities for the classroom. Feel free to use some or all of the lessons included. While all of the lessons are meant to meet the needs of grade 7, some lessons may need to be adapted for the learning levels of students.

Background Information:

The Tejano experience includes working to create a more just society through struggles for educational rights, worker's rights, and political inclusion. While there have been gains, the quest for equal protection of the law and the ability to participate equally as Americans is ongoing.

While many of Tejano struggles for education have been fought in courtrooms by lawyers, and students have also played an important part in demanding equal access to education through walk-outs and protests. Mexican American civil rights victories have been built upon the work of previous generations.

Organizations founded to advocate for the community, lawsuits filed by brave souls demanding to be heard, and individuals who took a stand against injustice have contributed to a more just society. The achievements of these groups laid a foundation for today's continuing efforts to secure equality for all.

Goals & Objectives:

The following goals and objectives are woven throughout the lessons provided in this guide. These objectives help students identify and connect with important thematic concepts that will come up throughout their studies in history and culture.

- Tejanos fought against inequalities to help create a more just society.
- The activism of others can have a lasting impact on society.
- The fight for equal rights of Tejanos continues today.

Classroom Activities:

The Life of Emma Tenayuca – This activity allows students to use critical thinking skills to build a visual timeline of Emma Tenayuca's life based on quotes and pictures. Uncited quotes and pictures can be found in our digital collections, <http://digital.utsa.edu/>.

Article and Discussion – This activity helps students get the complete picture of Emma Tenayuca's life. Students will also discuss the meaning of being an activist.

Tejano Activist: Visual Timeline Project – Students will research a Tejano activist and develop a timeline for their life, highlighting the events that contributed to social change. Our [Hands-On History: A Guide to Historical Research](#) can help students review how to develop research questions.

Tejano Activist: RAFT Writing – Students will think about the point of views affected by their activist and write from a different perspective.

The Life of Emma Tenayuca

Students will use primary and secondary resources to learn about Emma Tenayuca's contribution to workers' rights in San Antonio.

Activity Preparation:

- Each event highlighted in the activity is broken into 4 sections: *Cigar Strike & Activist Beginnings*, *Pecan Shellers' Strike*, *Moving Away*, and *Return to San Antonio & Remembrance*. *Influences & Time* is to be used as a class example.
- Print two copies of the four sections to make a total of eight. Cut out the source materials from each section and place them in a respective folder or envelope.
- Break students into 8 groups and give each group a different folder or envelope.
- It is important to do *Influences & Time* as a class if you feel your students may struggle or need a clear understanding of project expectations.

Student Directions:

Go through all of the information about Emma Tenayuca in your folder or envelope. With your group, create a mini poster about this time period/milestone in Emma Tenayuca's life.

Be sure to include:

- A picture or a symbol
- Important dates
- A summary
- Three or more important points from your time period (these can be drawn or written)
- A dynamic or interesting title for the time period/milestone

Once complete, groups will present in chronological order.

Class Example: Influences and Time



I could not help but be impressed by the discussions inside of my family, my family circle. Also, the Plaza de Zacate was the type of place where everyone went on Saturdays and Sundays to hold discussions. If you went there, you could find revolutionists from Mexico holding discussions. I was exposed to all of this.

– Emma Tenayuca

Emma Tenayuca was born in 1916 in San Antonio, Texas. She grew up in a time when Mexican-Americans had very little freedom.

– From an online biography of Emma Tenayuca

In 1929, the Wall Street crash; in 1932, the closing of all the banks... My grandfather lost some money in one of them, and he didn't tell anybody. The person he told, I mean...he came over to me and told me, he says, "I've lost everything I have." And he was already about, I guess, 65, close to 70. So, I don't know, I felt that had an awful effect on me.

– From oral history interview with Emma Tenayuca

T: But I was raised by my grandparents...my sister and I were raised by our grandparents.

T: Then, well, my grandfather...I don't know whether he read Spanish, but he certainly read English. Well, he would always take...the whole family took an interest in politics.

P: Was your grandfather interested in labor issues as well?

T: He was very interested; he was certainly interested in civil rights, as far as Catholics were concerned. And he knew that we were, at that time, I guess, a minority and certainly a minority here.

– From oral history interview with Emma Tenayuca (Represented with a "T")

Section 1: Cigar Strike and Activist Beginnings



Tenayuca participated in the picket line and was arrested. She sympathized with the female labor force of the Finck Cigar Company especially because neither the local machine-run government nor the Catholic Church seemed to care about them.

– From an online biography of Emma Tenayuca

In 1936 Tenayuca joined the Communist Party.

– From an online biography of Emma Tenayuca



P: How did you get involved? Were you involved with the cigar strike?

T: Oh, yes. Well, I had become very, very interested in the labor movement. I mean, I had...first there were the anarchistas and so forth. And then you had, also, the influence in the CTM [Confederacion de Trabajadores de Mexico]

T: The salvation of all those who were hungry...and there were many. And what I saw here...it's only recently that I have been able to talk about some of the things that I saw here. I mean as far as poverty – because it was just too difficult. So, the cigar strikers were among the first...they were women. It's peculiar; it's the women...I mean, COPS women...it's the women who have led.

– From oral history interview with Emma Tenayuca (Represented with a “T”)

By 1937 Emma held a leadership role with the Workers Alliance of America, a group that sought to unite organizations of unemployed and industrial workers. She delivered fiery speeches to Hispanic audiences and led sit-down strikes at the Works Progress Administration (WPA) headquarters and at City Hall. Looking back, she explained what drove her to take such dangerous actions: “I carried an Indian name. And I was very, very conscious of that. It was this historical background and my grandparents’ attitude which formed my ideas and actually gave me that courage to undertake the type of work I did in San Antonio.”

– From a newsletter about Emma Tenayuca

Emma Tenayuca was just sixteen years old in 1932 when she joined a strike of women cigar makers.

– From a newsletter about Emma Tenayuca

Section 2: Pecan Shellers' Strike

In January 1938, when pecan shellers in San Antonio walked out of their jobs, they looked to Emma for leadership.

She immediately joined them. Their ranks swelled to between six and eight thousand strikers. Emma was arrested and released along with hundreds of others.

– From a newsletter about Emma Tenayuca

Given her Communist Party affiliation, Tenayuca became an easy target; and soon UCAPAWA pressured Tenayuca to step down as a leader.

– From an online biography of Emma Tenayuca

Unwilling to pay higher wages in the future, the industry reverted back to mechanization, eliminating thousands of jobs in the process.

– From an online biography of Emma Tenayuca



In less than two months, the pecan-shellers forced the owners to raise their pay. The Pecan-Shellers' Strike is considered by many historians to be the first significant victory in the Mexican-American struggle for political and economic equality in this country.

– From an online biography of Emma Tenayuca

During the 1930s, the nation's pecan production was centered in San Antonio. Although the industry had mechanized, it reverted back to hand labor because of the abundance of cheap labor in Texas. The Mexican laborers worked in crowded spaces with inadequate sanitary facilities, with poor ventilation and illumination, and with the brown dust from the pecans hanging heavy in the air. Wages in this female-dominated industry stood at \$2.73 a week per worker. In January 1938 these meager wages were cut, sparking a strike involving twelve thousand workers, members of the International Pecan Sellers Union No. 172, affiliated with the United Cannery and Agricultural Packing and Allied Workers of America (UCAPAWA), a Congress of Industrial Organizations (CIO) union.

– From an online biography of Emma Tenayuca

Section 3: Moving Away

Then a dispute over leadership arose between the Workers Alliance and the Congress of Industrial Organizations (CIO). Emma's Communist affiliations were used to discredit her. Although she agreed to take a background role for the duration of the strike, she continued to write flyers and provide support behind the scenes. In 1939 the young activist was meeting with Communist Party members inside the new municipal auditorium. A crowd stormed the building, smashing windows and attacking participants. Emma managed to escape, but she never again led a major labor protest.

– From a newsletter about Emma Tenayuca

When I left here, about '48, '49, I couldn't have gotten a job; I couldn't obtain a job; I couldn't do anything. None of the unions would have...although they sought my help when they got out on strike – laundry workers, cement workers, etc. Again, I continued to help, but I just didn't...I felt, well, what mischief.

And I was beginning to miss more and more meals, so...I've come from a family of eleven; I was one of the oldest. I couldn't get a job, I couldn't help, I couldn't do anything, so I left San Antonio.

– From oral history interview with
Emma Tenayuca



August 25, 1939 - Tenayuca prepares to speak at a meeting of the Communist Party when a riot breaks out at Municipal Auditorium.

– From an online biography about
Emma Tenayuca

P: After the activities in '38, '39, did you make it a conscious decision to retire from labor organizing?

T: No, it was forced on me because I couldn't find jobs, so I left and...

P: You left in '48, you say?

T: About '48 or '49.

P: What did you do during the period 1940 to '48? Is that when you were just looking for work?

T: Well, I was doing...I held a job here for a while; I held another job; these were very poor-paying jobs. I wanted to go to school; I went to school here for about a year and a half at night, and yes, I told you, the organization continued.

– From oral history interview with
Emma Tenayuca (Represented with a "T")



Section 4: Return to San Antonio & Remembrance

I went to San Francisco and stayed there for twenty years, and to my surprise, I return and I find myself some sort of a heroine.

Well, I'll tell you the truth... If I had not been...one of the first things that threw me into the limelight is this nomination for the Texas Hall of Fame. (Laughter) And I sat right here and talked to a woman from Austin, and I said, "I don't want to go down." She said, "You've got to come down." I talked to her over the phone just a couple of days ago because I told her I was going to the hospital. And I just wondered whether I should have or not, because if the principles of labor...if the principles are gone on which this country are based...if they cannot be recognized by the modern generation and carried on...

– From oral history interview with
Emma Tenayuca

In 1987, she told Jerry Poyo, with the Institute for Texan Cultures Oral History Program, "What started out as an organization for equal wages turned into a mass movement against starvation, for a minimum-wage law, and it changed the character of West Side San Antonio."

During Emma Tenayuca's 1999 eulogy, writer Carmen Tafolla read: *"La Pasionaria, we called her, because she was our passion, because she was our heart -- defendiendo a los pobres, speaking out at a time when neither Mexicans nor women were expected to speak at all."*

– From an online biography about
Emma Tenayuca

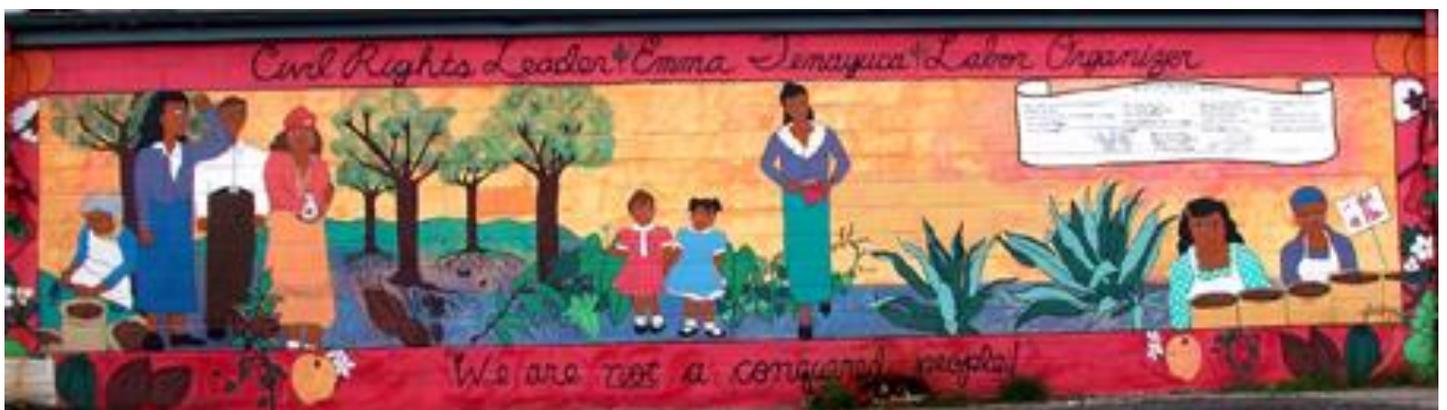


She moved to California in 1946, where she earned a college degree and stayed for many years. Returning to San Antonio in the late 1960s, she was amazed to find herself hailed as "some sort of heroine." Emma Tenayuca later earned a master's degree in education at Our Lady of the Lake University and taught in San Antonio public schools until retiring in 1982. She died of Alzheimer's disease in 1999. People still remember her as La Pasionaria for her fierce defense of the working poor.

– From a newsletter about Emma Tenayuca

Emma Tenayuca died on 23 July 1999, receiving many tributes from the city that had once shunned her.

– From an online biography about
Emma Tenayuca



Article and Discussion
La Pasionaria:
The Story of Emma Tenayuca

Emma Tenayuca was just sixteen years old in 1932 when she joined a strike of women cigar makers. Born in San Antonio, she grew up in an atmosphere of fervent talk and political action.

“I could not help but be impressed by the discussions inside of my family, my family circle. Also, the Plaza de Zacate was the type of place where everyone went on Saturdays and Sundays to hold discussions. If you went there, you could find revolutionists from Mexico holding discussions. I was exposed to all of this.”

By 1937 Emma held a leadership role with the Workers Alliance of America, a group that sought to unite organizations of unemployed and industrial workers. She delivered fiery speeches to Hispanic audiences and led sit-down strikes at the Works Progress Administration (WPA) headquarters and at City Hall. Looking back, she explained what drove her to take such dangerous actions: “I carried an Indian name. And I was very, very conscious of that. It was this historical background and my grandparents’ attitude which formed my ideas and actually gave me that courage to undertake the type of work I did in San Antonio.”

In January 1938, when pecan shellers in San Antonio walked out of their jobs, they looked to Emma for leadership. She immediately joined them. Their ranks swelled to between six and eight thousand strikers. Emma was arrested and released along with hundreds of others. Then a dispute over leadership arose between the Workers Alliance and the Congress of Industrial Organizations (CIO). Emma’s Communist affiliations were used to discredit her. Although she agreed to take a background role for the duration of the strike, she continued to write flyers and provide support behind the scenes.

In 1939 the young activist was meeting with Communist Party members inside the new municipal auditorium. A crowd stormed the building, smashing windows and attacking participants. Emma managed to escape, but she never again led a major labor protest.

Employers blacklisted her. As a result, Emma was unable to find work in San Antonio. She moved to California in 1946, where she earned a college degree and stayed for many years. Returning to San Antonio in the late 1960s, she was amazed to find herself hailed as “some sort of heroine.”

Emma Tenayuca later earned a master’s degree in education at Our Lady of the Lake University and taught in San Antonio public schools until retiring in 1982. She died of Alzheimer’s disease in 1999. People still remember her as *La Pasionaria* for her fierce defense of the working poor.

The San Antonio Pecan Shellers’ Strike of 1938

San Antonio’s most bitter and protracted labor struggle during the Great Depression was the pecan shellers’ strike.

Pecan shelling, the least desirable of all factory work, was done almost exclusively by Tejanos. Men handled the “cracking,” or breaking of the shells, while women did the more tedious work of picking the nutmeat from the shell. In the process, workers cut and bruised their fingers and suffered respiratory illnesses from inhaling particles of pecan dust. Children as young as eight years old worked at the factories. A pecan shelling “factory” might consist of nothing more than a rented shed furnished with wooden tables and benches.

In 1938 companies announced a wage reduction to four cents a pound. Six thousand pecan workers walked away from their jobs—a huge number for the time period, when San Antonio’s population was one-fourth of its present size. Twenty-one-year-old Emma Tenayuca rallied the workers with rousing speeches. Several hundred were arrested.

The strike gathered wide community support. The Women’s International League for Peace and Freedom set up a soup kitchen, feeding over one thousand strikers a day.

During the strike, charges of police misconduct abounded—tear gassing, clubbing, harassment, brutality, and threats of deportation. The American Civil Liberties Union (ACLU) sought an injunction to stop the mass arrests, but their request was denied. After weeks of conflict, the strikers won an improved contract of seven cents per pound of pecans.

In many ways, it was a bittersweet victory. Small operators responded to the new wages by closing up shop, while large operators converted to machine shelling. Jobs for pecan shellers fell by 75 percent. Nonetheless, the strike empowered Tejano laborers to believe that their voice could be heard at City Hall. They resolved to reject substandard conditions and drew inspiration from the strike for new organizing efforts.

Institute of Texan Cultures, Crossroads of Culture
Fall 2006, Volume 3, Number 3

Discussion Questions:

- How did your visual timeline match up to the real story of Emma Tenayuca’s life?
- What made Emma Tenayuca an activist? What was she fighting for?
- What surprised you about Emma Tenayuca’s story?
- Was Emma Tenayuca’s cause worth fighting for? Why or why not?
- Can you think of an important cause worth fighting for today?

Tejano Activists: Visual Timeline Project

Students will complete a small group research activity on an activist or event that contributed to Tejano rights.

Directions:

- Begin activity by discussing what it means to be an activist.
 - **Guiding Questions:**
 - What would cause someone to speak out against an official or a rule?
 - Can you think of any rights movements that have happened in the United States?
 - Is it possible for everything to be fair in a society? Why or why not?
 - Think about the previous activity, what made Emma Tenayuca an activist?
- Tell students that they will be researching an activist, major event or organization that helped strengthen Tejano rights.
- At the teacher’s discretion, divide students into partners or small groups. Then assign groups a person or topic. A list (below) has been provided of people, organizations and events, but there are many more. Feel free to use your own list or allow students to come up with their own person or topic.
- Students will research their topic & develop a visual timeline like the one created in “The Life of Emma Tenayuca” activity. Students may choose to create it on paper or digitally.
- Our [Hands-On History: A Guide to Historical Research](#) is a great resource for students to use while researching. It will help students develop research questions and create a plan of action.
- The visual timeline will highlight why this person or topic is important in history.
 - Include a title page:
 - A picture or symbol that represents the person or topic
 - A title that explains the importance of the person or topic
 - At least five major milestones must be included in the project.
 - Each milestone must be a page. Within each milestone, include:
 - A picture or a symbol
 - Important dates
 - A summary
 - Three or more important points from your time period (these can be drawn or written)
 - A dynamic or interesting subtitle for the time period/milestone
- Have students present their completed projects to the class.

Activist, Events, and Organizations		
Gus Garcia	George I. Sánchez	Crystal City school walkout in 1969
Jovita Idár	Leonor de Villegas de Magnón	LULAC
Jovita Gonzalez Mireles	Edmundo E. Mireles	In Re Ricardo Rodríguez
Felix Tijerina	María L. de Hernández	Starr County Strike
Raymond L. Telles	William C. Velásquez	Dr. Clotilde P. Garcia
Henry B. González	Hector P. García	Manuela Solís Sager

Tejano Activists: RAFT

Students will show individual understanding of their Tejano Activists project by completing a writing activity from the perspective of their topic or person.

- Explain to students the concept of RAFT. Students will need to complete their R.A.F.T chart before writing.
- R.A.F.T writing allows students to write from a different perspective. It is a great way for students to step into the shoes of another person or even an inanimate object. This activity will allow students to demonstrate their individual knowledge of their activist topic.
- R.A.F.T stands for:
 - **Role of the Writer:** Who are you writing as? A specific person? You can even be an object.
 - **Audience:** Who is your audience?
 - **Format:** What format will you use? For example: A news article, journal entry, letter
 - **Topic:** What are you writing about?
- Once students have completed their RAFT chart, share some ideas as a class. This will give struggling students a chance to come up with an idea.
- Younger students may need to be given a prompt or work as a group to complete their RAFT chart.
- Give students time to write quietly. This part of the activity should be done individually.

R.A.F.T Chart Example

Section	Description	Student Response
Role of the Writer:	Who are you writing as? A specific person (at a certain time)? You can even be an object.	<i>I am Emma Tenayuca, and this is the first time I am arrested at the Finck Cigar Strike.</i>
Audience:	Who is your audience?	Emma Tenayuca is talking to herself
Format:	What format will you use? For example: A news article, journal entry, letter	Journal Entry
Topic:	What are you writing about?	Emma Tenayuca's feelings about participating in her first strike.

References

González, Gabriela. "Tenayuca, Emma." *American National Biography Online*. Last Modified October 2007. <http://www.anb.org/articles/15/15-01312.html>

Houston Institute for Culture. "The Hispanic Experience - Emma Tenayuca." Houston Institute for Culture. Accessed June 9, 2015. <http://www.houstonculture.org/hispanic/tenayuca.html>

Shetterly, Robert. "Emma Tenayuca." *Americans Who Tell the Truth*. Accessed June 9, 2015. <http://www.americanswhotellthetruth.org/portraits/emma-tenayuca>.

Texas Essential Knowledge and Skills for Social Studies

§113.19. Social Studies, Grade 7. (7) History. The student understands how individuals, events, and issues shaped the history of Texas during the 20th and early 21st centuries. The student is expected to: (C) describe and compare the impact of the Progressive and other reform movements in Texas in the 19th and 20th centuries such as the Populists, women's suffrage, agrarian groups, labor unions, and the evangelical movement of the late 20th century; (D) describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements, including James L. Farmer Jr., Hector P. Garcia, Oveta Culp Hobby, Lyndon B. Johnson, the League of United Latin American Citizens (LULAC), Jane McCallum, and Lulu Belle Madison White; (E) analyze the political, economic, and social impact of major events, including World War I, the Great Depression, and World War II, on the history of Texas. (17) Citizenship. The student understands the importance of the expression of different points of view in a democratic society. The student is expected to: (B) describe the importance of free speech and press in a democratic society; and (C) express and defend a point of view on an issue of historical or contemporary interest in Texas. (18) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to: (B) identify the contributions of Texas leaders, including Lawrence Sullivan "Sul" Ross, John Nance Garner ("Cactus Jack"), James A. Baker III, Henry B. González, Kay Bailey Hutchison, Barbara Jordan, Raymond L. Telles, Sam Rayburn, and Raul A. Gonzalez Jr. (21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to: (A) differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas; (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; (D) identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants; (E) support a point of view on a social studies issue or event; (F) identify bias in written, oral, and visual material; (G) evaluate the validity of a source based on language, corroboration with other sources, and information about the author. (22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: (A) use social studies terminology correctly; (B) use standard grammar, spelling, sentence structure, punctuation, and proper citation of sources; (D) create written, oral, and visual presentations of social studies information.

Texas Essential Knowledge and Skills for ELA

§110.19. English Language Arts and Reading, Grade 7. (14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: (A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea. (22) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to: (A) brainstorm, consult with others, decide upon a

topic, and formulate a major research question to address the major research topic; and (B) apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches. (23) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to: (A) follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies; (B) categorize information thematically in order to see the larger constructs inherent in the information; (C) record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format; and (D) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources. (24) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to: (A) narrow or broaden the major research question, if necessary, based on further research and investigation; and (B) utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful than another. (25) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that: (A) draws conclusions and summarizes or paraphrases the findings in a systematic way; (B) marshals evidence to explain the topic and gives relevant reasons for conclusions; (C) presents the findings in a meaningful format; and (D) follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas. (26) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to: (A) listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims; (B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems; and (C) draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions). (27) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively. (28) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.