



ELEMENTARY

Celebrating

INSTRUCTIONAL RESOURCE PACKET



HISPANIC HERITAGE MONTH



September 15 – October 15

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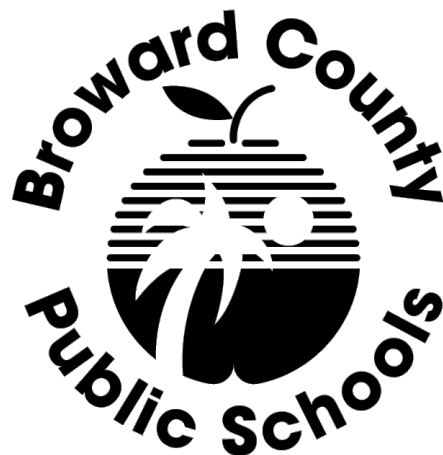


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Hispanic Heritage Month



Reference and Resources Elementary

September 15 – October 15

Hispanic Heritage Month: September 15 – October 15

The following online databases are available through the Broward Enterprise Education Portal (BEEP) <http://www.broward.k12.fl.us/it/resources/research.htm> The databases highlighted below contain resources, including primary sources/documents, which provide information on Hispanic heritage, history, and notable Hispanics and Latinos. Along with reference content, some of the online databases listed below include lesson plans, multimedia files (photographs, videos, and charts/graphs), activities, worksheets, and answer keys. Contact your library media specialist for username and password.

Database	Suggested Search Term(s)*	Type of Files	Sample Search(es)
Gale Kids Info Bits	<i>Hispanic Americans, Latinos, Latin America, South America, Spanish Language, Hispanic Heritage</i>	Reference articles, magazine articles, newspaper articles, maps/flags and seals, charts & graphs, images	Click on the History & Social Studies Click on the link Ethnic Groups . Select “Hispanic Americans.” Choose the tab titled “Magazines.” Students can read an article titled “Meet the judge! Sonia Sotomayor is the first Hispanic American justice on the U.S. Supreme Court.” Students can click on the “Listen” icon to hear the article read aloud.
SIRS Discoverer	<i>Hispanic Americans, Latinos, Latin America, South America, Spanish Language, Hispanic Heritage</i>	Newspapers, magazines, government documents, primary sources, reference, graphics, websites.	Enter the search term Hispanic Heritage Month . Select that tab titled “Magazines.” Click on the link, Quinceanera! to learn about this very special event in Hispanic cultures that marks the 15 th birthday celebration for Hispanic girls.
World Book Online	<i>Hispanic Americans, Latinos, Latin America, South America, Spanish Language, Hispanic Heritage</i>	Encyclopedia articles, tables, sounds, historical maps, pictures, videos, “back in time articles,” special reports, web sites, research guides, timelines. (This database contains Spanish and French encyclopedias, <i>Enciclopedia Estudiantil</i> and <i>L’Encyclopédie Découverte</i> .)	Enter the search term “Hispanic Heritage” in the World Book Student Encyclopedia. Click on the link Hispanic Americans to read an article on the Hispanic influences in American culture, immigration today, and education and employment of Hispanic Americans. Article contains images of Latino culture, food, and music and a chart of Notable Hispanic American firsts.

Hispanic Heritage Month: September 15 – October 15

Related Web Sites

Celebrate Hispanic Heritage

<http://teacher.scholastic.com/activities/hispanic/index.htm>

Scholastic's home page for Hispanic heritage resources, which includes information on famous Hispanics/Latinos, games, Teacher's Guide and a Research Starter providing recommended research topics.

Celebrate Hispanic Heritage Month

<http://www.cr.nps.gov/nr/feature/hispanic/>

The National Register of Historic Places presents lesson plans and much more.

Fact Monster

<http://www.factmonster.com/hispanic-heritage-month/>

Learn about famous Hispanic Americans or test your knowledge of Hispanic/Latino/Spanish history. Take a Brain Quest quiz on Spanish culture, Latin geography or famous Hispanic Americans.

Hispanic Heritage Month.org

http://www.hispanicheritagemonth.org/Home_Page.html

Website dedicated to celebrating Hispanic Heritage. Provides fun facts, a proclamation by the president, useful links, and a calendar of events.

Library of Congress/Hispanic Heritage Month

<http://hispanicheritagemonth.gov/>

Hosted by the Library of Congress, this site provides a myriad of resources (articles, videos, webcasts, and audio files) to help celebrate Hispanic and Latino heritage.

Make a Paper Mache Bowl

<http://www.kid-at-art.com/htdoc/lesson37.html>

In Hispanic cultures, clay bowls often conveyed history.

NEA/National Hispanic Heritage Month Activities for Grades 6-8

<http://www.nea.org/tools/lessons/hispanic-heritage-month-6-8.html>

Celebrate National Hispanic Heritage month by trying out some of these lessons, activities, videos, and more.

PBS/Hispanic Heritage Month

<http://www.pbs.org/special/hispanic-heritage-month/>

Videos covering Hispanic history, music, current issues, and interviews with notable Hispanics.

Hispanic Heritage Month: September 15 – October 15

Scholastic/24 Great Ideas for Hispanic Heritage Month

<http://www.scholastic.com/teachers/article/24-great-ideas-hispanic-heritage-month>

Celebrate Hispanic culture — and diversity in general — by studying the Mayan alphabet, dancing to the merengue, adopting an international sister city, and more!

Scholastic/Bring Hispanic Heritage Month to Life: A Collection of Resources

<http://www.scholastic.com/teachers/collection/bring-hispanic-heritage-month-life-collection-resources>

Celebrate the cultures and traditions of Hispanic Americans. Study the contributions of Hispanic artists and writer and learn more about holidays and celebrations. Contains several activities and unit plans.

Smithsonian Education

http://www.smithsonianeducation.org/educators/resource_library/hispanic_resources.html

Each year, the Smithsonian honors Hispanic Heritage Month with a calendar full of activities. This site contains lessons and interactive exhibitions celebrating Hispanic people and history. Additionally, for Hispanic Heritage Month, Smithsonian Folkways offers free music and videos from Latin American and from Hispanic communities in the U.S. A student activity is included.

The Society of Hispanic Historical and Ancestral Research (SHHAR)

<http://shhar.net/>

SHHAR (pronounced "share") is a non-profit volunteer organization with the specific goal of helping Hispanics research their family history. Includes links to many other sites for additional help in genealogical research.

United States Census Bureau

http://www.census.gov/newsroom/releases/archives/facts_for_features_special_editions/cb13-ff19.html

Part of the Census Bureau's Facts for Features series providing facts and statistics on the Hispanic population in the United States.

What Does My Heritage Mean to Me?

<http://teacher.scholastic.com/activities/hispanic/heritage.htm>

In this Scholastic resource, a handful of Americans explain what Hispanic heritage means to them. Lesson plans included.

LEGISLATIVE HISTORY OF HISPANIC HERITAGE MONTH

PUBLIC LAW 90-498, Approved September 17, 1968, 90th Congress

Resolved by the Senate and House of Representatives of the United States of America in Congress assembled, that the President is hereby authorized and requested to issue annually a proclamation designating the week including September 15 and 16 as "National Hispanic Heritage Week" and calling upon the people of the United States, especially the educational community, to observe such week with appropriate ceremonies and activities.

PROCLAMATION 4310, September 4, 1974 – Partial text

(Public Papers of the Presidents of the United States, Gerald R. Ford, 1974, U.S. Government printing office)

Now, THEREFORE, I GERALD R. FORD, President of the United States of America, do hereby proclaim the week beginning September 10, 1974, and ending September 16, 1974, as National Hispanic Heritage Week. I call upon all the people of the United States, especially the education community and those organizations concerned with the protection of human rights, to observe that week with appropriate ceremonies and activities.

PUBLIC LAW 100-402, Approved August 17, 1988, 100th Congress

Be it enacted by the Senate and House of Representatives of the United States of American in Congress assembled,

Section 1. AUTHORIZE THE DESIGNATION OF THE NATIONAL HISPANIC HERITAGE MONTH.

The joint resolution entitled "Joint resolution authorizing the President to proclaim annually the week including September 15 and 16" and inserting "31-day period beginning September 15 and ending on October 15";

By striking "Week" and inserting "Month"; and

by striking "week" and inserting "month".

Section 2. EFFECTIVE DATE.

The amendments made by section 1 shall take effect on January 1 of the first year beginning after the date of the enactment of this Act.

Museums

- **The Art Museum at Florida International University**

University Park, PC110, Miami, FL. 33139 – (305) 348-2890
<http://thefrost.fiu.edu>

Oscar B. Cintas Fellowship Foundation Collection.

The permanent collection is comprised of works of artists of Cuban descent who have received Cintas Fellowships. This collection includes over 189 objects.

- **Cuban Museum of Arts & Culture**

1300 SW 12th Avenue, Miami, FL. 33129 – (305) 858-8006

A small museum with a permanent collection of work by Cuban artists. It also hosts a number of traveling Cuban exhibitions throughout the year.

- **Historical Museum of South Florida**

101 West Flagler Street, Miami, FL. 33130 – (305) 375-1492
www.historical-museum.org

- **Miami Art Museum**

101 West Flagler Street, Miami, FL. 33130 – (305) 375-3000
www.miamiartmuseum.org

Looking at international art from the perspective of the Americas, the Miami Art Museum's exhibition program brings together different cultural traditions as a reflection of South Florida's community and Miami's unique location at the gateway of the America's. It has created the largest art education program in Miami-Dade County.

- **Casa Bacardi Museum**

Casa Bacardi
1531 Brescia Avenue, Coral Gables,
Tel: 305 284-CUBA (2822), Fax: 305 284-4875, Email: iccas@miami.edu

The Casa Bacardi, at the Institute for Cuban and Cuban-American Studies, University of Miami, is an interactive center highlighting Cuban history and culture. The Center features: a music pavilion, a products pavilion, the Cuban Information Center, a cinema, a conference room, and exhibits. It is a unique place to appreciate and learn about Cuba's past as well as its present.

Hispanic Heritage Timeline

- 1492 The Spaniards land on an island called San Salvador - either present-day Watling Island or Samana Cay in the eastern Bahamas.
- Columbus and his crews land on the northeastern shore of Cuba.
- 1493 On his second voyage, Columbus discovers the Virgin Islands and Puerto Rico.
- 1494 After establishing Isabela on La Española (Hispaniola), the first permanent European settlement in the New World, Columbus sets sail and encounters Jamaica.
- 1508 Juan Ponce de León sails in a small caravel for Puerto Rico, where he establishes friendly relations with the native chieftain, Agueibana, who presents him with gold.
- 1509 Ponce de León is appointed governor of Puerto Rico.
- 1510 Diego Velázquez de Cuéllar departs with more than 300 men to conquer Cuba, and lands at Puerto Escondido. Arawak chieftain Hatuey leads several deadly raids against the Spanish, but the Spanish defeat their resistance.
- 1511 Velázquez is commissioned governor of Cuba. That same year the Cuban Indians are subjected to the encomienda system, in which each Spaniard is given land and Native American slaves to work it.
- 1512 The Jeronymite Fathers in La Española decide to save the decimated Arawak population by gathering them into missions. Soon, missions spread like wildfire throughout the Spanish Empire.
- 1513 Juan Ponce de León lands on the shores of Florida, exploring most of the coastal regions and some of the interior. At the time, there were an estimated 100,000 Native Americans living there.
- 1514 Ponce de León is granted a patent, empowering him to colonize the island of Bimini and the island of Florida.
- Diego Velázquez becomes a virtual feudal lord of Cuba, and establishes what are to become Cuba's two largest cities, Santiago and Havana. He also directs the explorations of the Mexican Gulf.
- 1518 Hernán Cortés sets out from Cuba to explore the mainland of Mexico in order to confirm reports of the existence of large, native civilizations in the interior.

- 1519 Alonso Alvarez de Pineda claims Texas for Spain.
- Hernán Cortés lands on the coast of Veracruz, Mexico.
- 1520 Explorer Alvarez de Pineda settles the question of Florida's geography: He proves it is not an island, but part of a vast continent.
- Under the leadership of Cuitlahuac, the Aztecs force the Spaniards out of Veracruz, just a year after the Spaniards had come into the city. The Spaniards called this La noche triste (The Sad Night). Aztec chief Moctezuma was stoned to death by his own people during this debacle.
- 1520s Continuing their maritime adventures, the Spanish explorers cruise along the northern shore of the Gulf of Mexico, seeing Alabama, Mississippi, and Texas, and also sailing up the Atlantic coast to the Carolinas.
- 1521 Cortés and his fellow Spaniards level the Aztec empire's city of Tenochtitlán, and begin building Mexico City on the same site.
- 1524 King Charles establishes the Council of the Indies, designed to oversee the administration of the colonies of the New World.
- 1536 In Mexico City rumors were that Cabeza de Vaca and his companions had discovered cities laden with gold and silver in the American Southwest, reviving the legend of the Seven Cities, which dated from the Moorish invasion of the Iberian Peninsula.
- 1537 Álvar Núñez Cabeza de Vaca returns to Spain and spends some three years writing *La relación*, an account of his wanderings in the North American continent. Published in 1542, *La relación* is a document of inestimable value because of the many first descriptions about the flora, fauna, and inhabitants of what was to become part of the United States.
- 1539 From Havana, Cuba, Hernando De Soto sets sail for Florida and begins exploring the present-day U.S. Southeast.
- 1540 There are an estimated 66 Pueblo villages in the area of New Mexico, growing such crops as corn, beans, squash, and cotton.
- 1541 Coronado sets out to reach Quivira-thought to be the legendary Cities of Gold-near present-day Great Bend, Kansas.
- 1542 The New Laws are proclaimed, designed to end Spain's feudal encomienda.

Juan Rodríguez de Cabrillo, a Portuguese sailor commissioned by the viceroy to sail north of Mexico's west coast in search of treasures, enters what he describes as an excellent port-present-day San Diego, California.

- 1564 Spanish missionaries introduce grapes to California.
- 1565 Saint Augustine, Florida, the earliest settlement in North America, is founded. It remains a possession of Spain until 1819.
- 1573 The Franciscan order arrives in Florida to establish missions, which a century later would extend along the east coast of North America, from Saint Augustine, Florida, to North Carolina and westward to present-day Tallahassee.
- 1580s Diseases have all but wiped out the Indians of Puerto Rico.
- 1590 Juan de Fuca navigates his ships to the northern coast of the current state of Washington.
- 1598 Portuguese sailor Juan de Oñate begins the colonization of New Mexico and introduces livestock breeding to the American Southwest.
- 1610 Santa Fe, New Mexico is founded.
- 1680 A Pueblo Indian named Popé leads a rebellion that forces the Spaniards and Christianized Indians out of northern New Mexico southward toward El Paso, Texas.
- The first royal *Mercedes* (land grants) are granted to Spaniards in the fertile valleys of Monclova, in northern Mexico, just south of the present border.
- 1690 The first permanent Spanish settlement in Texas, San Francisco de los Tejas, near the Nueces River, is established.
- 1691 Texas is made a separate Spanish province with Don Domingo de Terán as its governor.
- Jesuit missionary Eusebio Kino makes the first inroads into Arizona. By 1700, Kino establishes a mission at San Xavier del Bac, near present-day Tucson; he later establishes other missions in Arizona: Nuestra Señora de los Dolores, Santa Gertrudis de Saric, San José de Imuris, Nuestra Señora de los Remedios, and San Cayetano de Tumacácori.
- 1693 The Spanish Crown orders the abandonment of its new province, Texas, because of fear of Indian uprisings.

Concerns about possible French encroachment prompt the Spaniards to reoccupy Texas in 1716

by establishing a series of missions, serving to both ward off the French and convert the natives to Catholicism. Of these missions, San Antonio, founded in 1718, is the most important and most prosperous.

1717 English and French slave trading companies secure permission to bring African slaves into Spanish lands in the Americas.

The San Antonio de Béjar and de Valero churches are built where the city of San Antonio is located today.

1738 The first free black community in what became the mainland United States was established at Fort Mose in Spanish Florida.

1760 Captain Blas Maria de la Garza Falcón obtains a grant to 975,000 acres of land in Texas. In time, this ranch will become the King Ranch, the largest cattle ranch in the United States. Large-scale ranching in Texas has begun.

In the peace treaty after the Seven Years' War (1756-1763), France cedes claims to American holdings. Britain gains Canada and all of the French territories east of the Mississippi, and also receives Florida from Spain. France gives Louisiana and its lands west of the Mississippi to Spain to keep them out of British hands. Overnight, New Spain's territory expands dramatically.

1766 King Charles III expels the Jesuits from the Spanish Empire. With the Jesuits gone, the Franciscans become the primary missionaries in Spanish America.

The presidio of San Francisco is founded, becoming Spain's northernmost frontier outpost.

1769 Franciscan missionary Junípero de Serra establishes the first mission of Alta California in what would become San Diego. Serra eventually founded ten missions, traveled more than 10,000 miles, and converted close to 6,800 natives.

1790 At least 50,000 African slaves are brought to Cuba to work in sugar production.

1774 Pedro de Garcés, a Spanish Franciscan missionary, founds the first overland route to California.

1776 Anglo-Americans declare their independence from England. The thirteen former British colonies come to be known as the United States of America in 1781.

1783 Spain regains Florida.

1820s Hispanic settlements begin to thrive in Pimería Alta (California). At one point as many as 1,000 Hispanics live in the Santa Cruz Valley.

1798 The Alien Act of 1798 grants the U.S. president the authority to expel any alien deemed dangerous.

Opposed by President Thomas Jefferson, the Alien Act expires under its own terms in 1800.

The Naturalization Act of 1798 raises the number of years, from 5 to 14, an immigrant has to live in the United States before becoming eligible for citizenship.

1801 Large, sprawling haciendas with huge herds of cattle and sheep characterize the economy and society of northeast New Spain.

1803 A powerful France under Napoleon Bonaparte acquires from Spain the Louisiana Territory, which was ceded during the Seven Years' War in the previous century. Napoleon, vying for dominance in Europe and in need of quick revenue, sells the vast territory to the United States, thus expanding the borders of the infant nation to connect directly with New Spain.

1804 To the consternation of Spain, President Thomas Jefferson funds the historical expedition of Lewis and Clark. Spain is obviously worried that the exploration is a prelude to the settlement of the territory by Anglos.

1810 In Mexico, Father Miguel Hidalgo y Castilla leads a grass roots movement for independence from Spain. He and his followers set up a government and take several cities, but are defeated by the royalists in Mexico City. Hidalgo is executed, but the Spanish hold on Mexico is weakened.

With the insurrection of Father Miguel Hidalgo y Castilla, the Spaniards withdraw their troops from the frontier presidios.

An insurrection breaks out in Texas, fighting against Spanish control. Royalists crush the rebellion.

Father José María Morelos y Pavón declares Mexico's independence from Spain once again. A constitution is drafted and proclaimed in 1814, but royalists again defeat the new government.

José Matías Delgado, a priest, gives the first call for Central American independence from Spain in San Salvador.

1824 Simón Bolívar leads an army of revolutionaries, winning victory over the Spanish in New Granada (now Colombia) in 1819, in Venezuela in 1821, and in Quito (now in Ecuador) in 1822. Proclaiming the birth of the Republic of Gran Colombia, which included present-day Venezuela, Ecuador, and Colombia, Bolívar becomes president.

Andrew Jackson leads a U.S. military force into Florida, capturing two Spanish forts.

1820 Anglo-American frontiersman Stephen Long leads a revolt against the Spanish in Texas, but because of his ties to the United States, his rebellion threatens to open Texas to American control. Spain finally enters into deliberations with Moses Austin, a Catholic from Missouri, to settle Anglo-Catholic families in Texas.

Mexico acquires its independence from Spain, when liberals, Freemasons, and conservative Creoles (Spanish Americans) unite to support Creole Agustín de Iturbide. Iturbide and his army take Mexico City in September. Independent Mexico at this time includes settlements in California, southern Arizona, south Texas, southern Colorado, and most of New Mexico. Soon after Mexico gains independence, Anglo-American settlers begin to move into the Mexican territories of the present-day U.S. Southwest, especially Texas.

1821 The sun sets on Spanish Florida when the peninsula is purchased by the United States for \$5 million.

1823 Erasmo Seguín, a delegate to the national congress from Texas, persuades a willing U.S. Congress to pass a colonization act designed to bring even more Anglo settlers to Texas. Between 1824 and 1830, thousands of Anglo families enter east Texas, acquiring hundreds of thousands of free acres and buying land much cheaper than they could have in the United States. By 1830, Texas has 18,000 Anglo inhabitants and their African slaves, who number more than 2,000.

1823 Fray Junípero de Serra's death does not stop missionary activity in California. His fellow Franciscans establish another 12 missions. The famous mission trail of California includes the missions

- San Diego de Alcalá (1769)
- San Carlos de Monterey (1770)
- San Antonio de Padua (1771)
- San Gabriel Arcángel (1771)
- San Luis Obispo de Tolosa (1772)
- San Francisco de Asís (1776)
- San Juan Capistrano (1776)
- Santa Clara de Asís (1777)
- San Buenaventura (1782)
- Santa Bárbara (1786)
- La Purísima Concepción (1787)
- Santa Cruz (1791)
- San José de Guadalupe (1797)
- San Juan Bautista (1797)
- San Miguel Arcángel (1797)
- San Fernando Rey (1797)

- San Luis Rey (1798)
- Santa Inés (1804)
- San Rafael Arcángel (1817)
- San Francisco Solano (1823).

1829 Slavery in Mexico is abolished by the new republican government that emerges after independence.

1836 Anglo-Texans resist the military rule of Antonio López de Santa Anna, dictator of Mexico. Santa Anna leads a large army north to San Antonio, Texas, and surrounds the Texans at the Alamo mission. Eventually the Mexican army kills all the resisters. Six weeks later Anglo-Texan forces defeat the Mexican forces and declare the Republic of Texas independent of Mexico.

The Texas constitution stipulates that all residents living in Texas at the time of the rebellion will acquire all the rights of citizens of the new republic, but if they had been disloyal, these rights are forfeited. Numerically superior Anglos force Mexicans off their property, and many cross the border to Mexico.

1840 To meet the wage-labor demands, 125,000 Chinese are brought to Cuba between 1840 and 1870 to work as cane cutters, build railroads in rural areas, and serve as domestics in the cities. Also, the influx of European immigrants, primarily from Spain, increases during that period. Newly arrived Spaniards become concentrated in the retail trades and operate small general stores called bodegas.

1845 Texas is officially annexed to the United States. This angers the Mexican government and a conflict arises over the official border between Texas and Mexico.

1846 The United States invades Mexico under the banner of Manifest Destiny. The Treaty of Guadalupe Hidalgo ends the Mexican War that same year. Under the treaty, half the land area of Mexico, including Texas, California, most of Arizona and New Mexico, and parts of Colorado, Utah, and Nevada, is ceded to the United States. The treaty gives Mexican nationals one year to choose U.S. or Mexican citizenship. Approximately 75,000 Hispanic people choose to remain in the United States and become citizens by conquest.

1848 The gold rush lures a flood of Anglo settlers to California, which becomes a state in 1850. Settlement in Arizona and New Mexico occurs at a slower pace, and they both become states in 1912.

1850 The Foreign Miners Tax, which levies a charge for anyone who is not a U.S. citizen, is enacted.

1851 After the United States took over California in 1846, the biggest issue for Californios (Hispanic Californians) is land ownership. These former Mexican citizens have to prove what land they owned before the takeover, especially because newly arriving Anglos want the land. Therefore Congress passes the California Land Act to help Californios prove their claims. Many Californios, however, lose their land.

1853 General Santa Anna returns to power as president of Mexico and, through the Gadsden Treaty, sells to the United States the region from Yuma (Arizona) along the Gila River to the Mesilla Valley (New Mexico).

1855 Vagrancy laws and so-called "greaser laws" prohibiting bear-baiting, bullfights, and cockfights are passed, clearly aimed at prohibiting the presence and customs of Californios. ("Greaser" was a negative term Anglos used for their Hispanic neighbors.)

Anglo businessmen attempt to run Mexican teamsters (wagon-drivers) out of south Texas, violating the guarantees offered by the Treaty of Guadalupe Hidalgo.

1859 Cigar factories are built in Florida, Louisiana, and New York to make genuine Cuban cigars. Many working-class Cubans follow the industry to jobs in the United States.

1862 The Homestead Act is passed in Congress, allowing squatters in the West to settle and claim vacant lands, often those owned by Mexicans.

Spanish troops stationed in Puerto Rico mutiny, and are executed by the colonial governor.

1868 Cubans leave for Europe and the United States in sizable numbers during Cuba's first major attempt at independence from Spain.

The Fourteenth Amendment to the U.S. Constitution is adopted, declaring all people of Hispanic origin born in the United States to be U.S. citizens.

A decree in Puerto Rico frees all children born of slaves after this date. In 1870, all slaves who are state property are freed, as are various other classes of slaves.

El Grito de Lares, the shout for Puerto Rican independence, takes place, but disorganized insurrectionists are easily defeated by the Spanish.

Cuban rebels led by Carlos Manuel de Céspedes declare independence at Yara, in the eastern portion of the island.

1870 The Spanish government frees the slaves it owns in Cuba and Puerto Rico.

- 1872 Puerto Rican representatives in Spain win equal civil rights for the colony.
- 1873 Slavery is finally abolished in Puerto Rico.
- 1875 The U.S. Supreme Court in *Henderson v. Mayor of New York* rules that power to regulate immigration is held solely by the federal government.
- The Ten Years' War, a series of unsuccessful Spanish attempts to evict rebels from the eastern half of Cuba, comes to an end with the signing of the Pact of El Zajón. The document promises amnesty for the insurgents and home rule, and provides freedom for the slaves that fought on the side of the rebels.
- 1879 A Cuban independence movement is forcefully put down by Spanish forces.
- 1880s In Cuba, slavery is abolished by Spain in a gradual program that takes eight years. The influx of new European immigrants has made Cuba more heterogeneous, leading to the social diversity that is still apparent today.
- Mexican immigration to the United States is stimulated by the advent of the railroad.
- 1892 The Partido Revolucionario Cubano is created to organize the Cuban and Puerto Rican Independence movement.
- 1894 The Alianza Hispano Americana is founded in Tucson, Arizona, and quickly spreads throughout the Southwest.
- 1895 José Martí and his Cuban Revolutionary Party (PRC) open the final battle for independence.
- 1896 A Revolutionary Junta is formed in New York to lead the Puerto Rican independence movement.
- 1897 Spain grants Cuba and Puerto Rico autonomy and home rule.
- 1898 The USS Maine mysteriously explodes in Havana Harbor. On April 28, President William McKinley declares war against Spain.
- The U.S. military invades San Juan in pursuit of Spaniards, and is welcomed by the cheering crowds, longing for independence.
- Spain signs the Treaty of Paris, transferring Cuba, Puerto Rico, and the Philippines to the United States.

The Foraker Act establishes a civilian government in Puerto Rico under U.S. dominance. The law allows for islanders to elect their own House of Representatives, but does not allow Puerto Rico a vote in Washington.

1901 Under the Platt Amendment, the United States limits Cuban independence. Cuba cannot sign treaties with other countries or borrow money unless it is agreeable to the United States. The United States also reserves the right to build a naval base on Cuba. With these limitations written into the Cuban constitution in 1901, the United States turns the government of Cuba over to the Cuban people.

1901 The Federación Libre de los Trabajadores (Workers Labor Federation) or FLT becomes affiliated with the American Federation of Labor, which breaks from its policy of excluding non-whites.

1902 The Reclamation Act is passed, dispossessing many Hispanic Americans of their land.

Cuba declares its independence from the United States.

1910 The Mexican Revolution begins, with hundreds of thousands of people fleeing north from Mexico and settling in the Southwest.

1911 In Mexico, the long dictatorship of Porfirio Díaz comes to an end when he is forced to resign in a revolt led by Francisco Madero.

1912 Brutality against Mexican Americans in the Southwest territories is commonplace.

Lynchings and murders of Mexican Americans in California and Texas result in a formal protest in 1912 by the Mexican ambassador of the mistreatment.

1917 During World War I, "temporary" Mexican farm workers, railroad laborers, and miners are permitted to enter the United States to work.

The Jones Act is passed, extending U.S. citizenship to all Puerto Ricans and creating two Puerto Rican houses of legislature whose representatives are elected by the people. English is decreed the official language of Puerto Rico.

Congress passes the Immigration Act of 1917, imposing a literacy requirement on all immigrants aimed at curbing the influx from southern and Eastern Europe, but ultimately inhibiting immigration from Mexico.

The Selective Service Act becomes law, obligating non-citizen Mexicans in the United States to register with their local draft boards, even though they are not eligible for the draft.

1921 Limits on the number of immigrants allowed to enter the United States during a single year are imposed for the first time in the country's history.

As the first of two national origin quota acts designed to curtail immigration from eastern and southern Europe and Asia is passed, Mexico and Puerto Rico become major sources of workers.

A depression in Mexico causes severe destitution among Mexicans.

1925 The Border Patrol is created by Congress.

1926 Rioting Puerto Ricans in Harlem are attacked by non-Hispanics as the number of Puerto Ricans becomes larger in Manhattan neighborhoods. By 1930 they number 53,000.

With the onset of the Great Depression, Mexican immigration to the United States virtually ceases and return migration increases sharply.

The League of United Latin American Citizens is founded in Texas by frustrated Mexican Americans who find that opportunities for them in the United States are limited.

1930 The United States controls 44 percent of the cultivated land in Puerto Rico; U.S. capitalists control 60 percent of the banks and public services, and all of the maritime lines. In the period between 1930 and 1934, approximately 20 percent of the Puerto Ricans living in the United States will return to the island.

1940s Many Mexican workers are displaced by the dominant southern whites and blacks of the migrant agricultural labor force.

1933 The Roosevelt Administration reverses the policy of English as the official language in Puerto Rico.

Mexican farm workers in the Central Valley, California cotton industry go on strike, supported by several groups of independent Mexican union organizers and radicals.

Cuban dictator Gerardo Machado is overthrown.

Fulgencio Batista leads a barracks revolt to overthrow Cuban provisional President Carlos Manuel de Céspedes y Quesada, becoming the dictator of the Cuban provisional government.

1934 The Platt Amendment is annulled.

1938 Young Mexican and Mexican American pecan Sheller's strike in San Antonio.

1940 The independent union Confederación de Trabajadores Generales is formed and soon replaces the Federación Libre de los Trabajadores (FLT) as the major labor organization in Puerto Rico.

Fulgencio Batista is elected president of Cuba.

1950s Unionization among Hispanic workers increases rapidly, as Hispanic workers and union sympathizers struggle for reform.

1941 The Fair Employment Practices Act is passed, eliminating discrimination in employment.

Hispanics throughout the United States enthusiastically respond to the war effort as the country enters World War II.

1943 Prompted by the labor shortage of World War II, the U.S. government makes an agreement with the Mexican government to supply temporary workers, known as braceros, for American agricultural work.

The so-called "Zoot Suit" riots take place in southern California. Some elements of the California press had been portraying Mexican Americans as unwelcome foreigners.

Bands of hundreds of sailors, marines, and soldiers in southern California range the Hispanic neighborhoods, looking for Mexican American young men in zoot suits. When they find them, the soldiers beat them and tear their suits off of them.

1944 Fulgencio Batista retires as president of Cuba.

Operation Bootstrap, a program initiated by the Puerto Rican government to meet U.S. labor demands of World War II and encourage industrialization on the island, stimulates a major wave of migration of workers to the United States.

1946 The first Puerto Rican governor, Jesús T. Piñero, is appointed by President Harry Truman.

1947 More than 20 airlines provide service between San Juan, Puerto Rico, and Miami, and San Juan and New York.

The American G.I. Forum, a new civil rights organization, is founded by Mexican American veterans in response to a Three Rivers, Texas, funeral home's denial to bury a Mexican American soldier killed in the Pacific during World War II.

1950 The U.S. Congress upgrades Puerto Rico's political status from protectorate to commonwealth.

1950s Throughout the early 1960s, segregation is abolished in Texas, Arizona, and other regions, largely through the efforts of the League of United Latin American Citizens (LULAC) and the Alianza Hispano Americana.

Immigration from Mexico doubles from 5.9 percent to 11.9 percent, and in the 1960s rises to 13.3 percent of the total number of immigrants to the United States.

- 1960s Black workers continue to be the most numerous migrants along the eastern seaboard states, while Mexican and Mexican-American workers soon dominate the migrant paths between Texas and the Great Lakes, the Rocky Mountain region, and the area from California to the Pacific Northwest.
- 1951 The Bracero Program is formalized as the Mexican Farm Labor Supply Program and the Mexican Labor Agreement, and will bring an annual average of 350,000 Mexican workers to the United States until its end in 1964.
- 1952 Fulgencio Batista seizes power of Cuba again, this time as dictator, taking Cuba to new lows of repression and corruption.
- 1954 In the landmark case of *Hernandez v. Texas*, the nation's highest court acknowledges that Hispanic Americans are not being treated as "whites." The Supreme Court recognizes Hispanics as a separate class of people suffering profound discrimination, paving the way for Hispanic Americans to use legal means to attack all types of discrimination throughout the United States. It is also the first U.S. Supreme Court case to be argued and briefed by Mexican American attorneys.
- 1958 Operation Wetback, a government effort to locate and deport undocumented workers, results in the deportation of 3.8 million persons of Mexican descent. Only a small fraction of that amount are allowed deportation hearings. Thousands of U.S. citizens of Mexican descent are also arrested and detained.
- 1955 In the early 1950s, Hispanic Americans had begun to buy time on local television stations for Spanish-language programs. New York, San Antonio, Corpus Christi, and Harlingen, Texas, have extensive Hispanic programming. The first Spanish-language television station in the United States is San Antonio's KCOR-TV in San Antonio.
- 1959 The Cuban Revolution succeeds in overthrowing the repressive regime of Batista; Fidel Castro takes power and establishes a communist regime, becoming the island's ruthless dictator. Cuban Americans immigration to the United States increases sharply after this date. Large-scale Cuban immigration to the United States occurs much more quickly than that from either Puerto Rico or Mexico, with more than one million Cubans entering the country since 1959.

Most of the two million Puerto Ricans who have trekked to the U.S. mainland in this century are World War II or postwar-era entries. Unlike the immigrant experience of Mexicans, or Cubans before 1959, the majority of Puerto Rican immigrants entered the United States with little or no red tape.

1960s A third phase of labor migration to the United States begins when the established patterns of movement from Mexico and Puerto Rico to the United States are modified, and migration from other countries increases. The Bracero Program ends in 1964, and, after a brief decline in immigration, workers from Mexico increasingly arrive to work under the auspices of the H-2 Program of the Immigration and Nationality Act of 1952, as well as for family unification purposes, or as undocumented workers.

Young Mexican Americans throughout the United States become caught up in the struggle for civil rights and seek to create a new identity for themselves. These efforts become known as the Chicano Movement. The movement sparks a renaissance in the arts among Mexican Americans. Many Chicano artists call attention to inequalities faced by Mexican Americans, developing new styles of art that eventually gain acceptance in mainstream literary and art scenes.

1961 Aspira (Aspire) is founded to promote the education of Hispanic youth by raising public and private sector funds. Aspira acquires a national following, serving Puerto Ricans wherever they live in large numbers.

Anti-Communist Cuban exiles who are trained and armed by the United States, attempt a foray to liberate Cuba from Castro's communist regime. The Bay of Pigs invasion failed. Many observers throughout the world criticize President John F. Kennedy's administration for this attempt.

1962 The United Farm Workers Organizing Committee in California, begun as an independent organization, is led by César Chávez. In 1965 it organizes its successful Delano grape strike and first national boycott. It becomes part of the AFL-CIO in 1966. Today the union is known as the United Farmworkers of America.

Congress enacts the first comprehensive civil rights law since the post-Civil War Reconstruction period when it passes the Civil Rights Act of 1964. One result of the act is the establishment of affirmative action programs. Title VII of the Act prohibits discrimination on the basis of gender, creed, race, or ethnic background, "to achieve equality of employment opportunities and remove barriers that have operated in the past." Discrimination is prohibited in advertising, recruitment, hiring, job classification, promotion, discharge, wages and salaries, and other terms and conditions of employment. Title VII also establishes the Equal Employment Opportunity Commission (EEOC) as a monitoring device to prevent job discrimination.

The United States blocks a Soviet plan to establish missile bases in Cuba. Soviet Premier Khrushchev agrees to withdraw the missiles with the proviso that the United States declare publicly that it will not invade Cuba.

1964 The Organization of American States (OAS) meets in Washington, D.C., voting to cut

diplomatic and commercial relations with Cuba and to impose restrictions on travel there.

The Economic Opportunity Act (EOA) is the centerpiece of President Lyndon B. Johnson's War on Poverty. The EOA also creates the Office of Economic Opportunity (OEO) to administer a number of programs on behalf of the nation's poor. These include the Job Corps, the Community Action Program (CAP), and the Volunteers in Service to America (VISTA).

1965 The end of the *bracero* program forces many Mexicans to return to Mexico. They settle near the U.S. border. To provide jobs for them, the Mexican and U.S. Governments begin border industrialization programs, allowing foreign corporations to build and operate assembly plants on the border. These plants, known as maquiladoras, multiply rapidly, transforming the border region. The maquiladoras' attract companies because they provide cheap labor close to American markets. They employ hundreds of thousands of Mexicans in assembly work, but often in poor working conditions.

The Voting Rights Act of 1965 is passed, aimed at African American enfranchisement in the South. Obstacles to registration and voting are faced by all minorities, but the act's potential as a tool for Hispanic Americans is not fully realized for nearly a decade.

For the first time, the United States enacts a law placing a cap on immigration from the Western Hemisphere, becoming effective in 1968.

Fidel Castro announces that Cubans can leave the island nation if they have relatives in the United States. He stipulates, however, that Cubans already in Florida have to come and get their relatives. Nautical crafts of all types systematically leave Miami, returning laden with anxious Cubans eager to rejoin their families on the mainland.

A major revision of immigration law results when Congress amends the Immigration and Nationality Act of 1952. The national origin quota system is abolished.

1966 A program is initiated to airlift Cubans to the United States. More than 250,000 Cubans are airlifted to the United States before the program is halted by Castro in 1973. About 10 percent of the island's population immigrates to the United States between 1966 and 1973.

1968 Chicano student organizations spring up throughout the nation, as do barrio groups such as the Brown Berets. Thousands of young Chicanos pledge their loyalty and time to such groups as the United Farmworkers Organizing Committee, which, under César Chávez, has been a great inspiration for Chicanos throughout the nation. An offshoot of both the farm worker and the student movements, is La Raza Unida party in Texas, an organization formed in 1968 to obtain control of community governments where Chicanos are the majority.

1969 After the establishment of the Central American Common Market in the 1960s leads to

economic proved conditions in the region, the border war between Honduras and El Salvador brings its collapse and a rapid decline of economic conditions in Central America.

1970 Immigration and Naturalization Service (INS) Commissioner Leonard Chapman claims that there are as many as 12 million undocumented workers in the country. Other observers most commonly place the number in the range of 3.5 million to 5 million people.

At this time 82 percent of the Hispanic population of the nation lives in nine states, with the proportion rising to 86 percent in 1990. The largest Hispanic populations are in California, Texas, and New York, and to a lesser degree Florida, Illinois, and New Jersey.

A Chicano Moratorium is announced in a protest against the Vietnam War organized in Los Angeles. More than 20,000 Chicanos and supporters draw attention to the disproportionately high number of Chicano casualties in that war. Conflicts erupt between police and demonstrators. Journalist Rubén Salazar, not involved in the struggle, is accidentally killed by police.

The struggle over affirmative action continues when opponents coin the term "reverse discrimination," suggesting that white males are victims of discrimination as a result of affirmative action on behalf of women, blacks, Hispanics, and other under-represented groups.

The amendments constituting the landmark Voting Rights Act of 1970 add a provision that is designed to guard against inventive new barriers to political participation. It requires federal approval of all changes in voting procedures in certain jurisdictions, primarily southern states. This act prevents minority votes from being diluted in gerrymandered districts or through at-large elections.

1970s - early 1980s

The rise in politically motivated violence in Central America spurs a massive increase in undocumented immigration to the United States.

1971 La Raza Unida Party wins the city elections in Crystal City, Texas.

1972 Ramona Acosta Bañuelos becomes the first Hispanic treasurer of the United States.

1973 The right of the Puerto Rican people to decide their own future as a nation is approved by the United Nations. In 1978, the United Nations recognizes Puerto Rico as a territory of the United States.

An employment discrimination case, *Espinoza v. Farah Manufacturing Company*, argues discrimination toward an employee, Espinoza, on the basis of his citizenship status under the Civil Rights Act. However, the Supreme Court holds that there is nothing in Title VII, the equal

employment opportunities provisions of the Civil Rights Act of 1964, that makes it illegal to discriminate on the basis of citizenship or alienage.

The Labor Council of Latin American Advancement (LCLAA) forms to promote the interests of Hispanics within organized labor.

1974 Congress passes the Equal Educational Opportunity Act to create equality in public schools by making bilingual education available to Hispanic youth. According to the framers of the act, equal education means more than equal facilities and equal access to teachers. Students who have trouble with the English language must be given programs to help them learn English.

1975 The Voting Rights Act Amendments of 1975 extend the provisions of the original Voting Rights Act of 1965 and makes permanent the national ban on literacy tests. Critical for Hispanic Americans, the amendments make bilingual ballots a requirement in certain areas.

1977 The Immigration and Naturalization Service (INS) apprehends more than one million undocumented workers each year.

A group of young Cuban exiles called the Antonio Maceo Brigade travels to Cuba to participate in service work and to achieve a degree of rapprochement with the Cuban government.

1978 The median income of Hispanic families below the poverty level falls from \$7,238 in 1978 to \$6,557 in 1987, controlling for inflation.

1988 Hispanic female participation in the work force more than doubles, from 1.7 million to 3.6 million. In 1988, 56.6 percent of Hispanic women are in the work force, compared with 66.2 percent of white women and 63.8 percent of blacks.

The proportion of Hispanic children living in poverty rises more than 45 percent. By 1989, 38 percent of Hispanic children are living in poverty.

1979 Political upheaval and civil wars in Nicaragua, El Salvador, and Guatemala contribute to large migrations of refugees to the United States.

1980s Japanese industrialists take advantage of the maquiladoras by sending greater amounts of raw materials to Mexico where they are finished and shipped duty-free to the United States.

The rates of immigration approach the levels of the early 1900s: legal immigration during the first decade of the century reached 8.8 million, while during the 1980s, 6.3 million immigrants are granted permanent residence. The immigrants are overwhelmingly young and in search of employment, and Hispanic immigrants continue to account for more than 40 percent of the total.

Programs to apprehend undocumented immigrants are implemented, and reports of violations

of civil rights are reported.

1980 Fidel Castro, reacting to negative worldwide press, announces that anyone who wants to leave Cuba should go to the Peruvian embassy there. Ten thousand Cubans descend upon the embassy grounds and receive exit visas. Cuban Americans in Florida organize a fleet of boats to pick up the Cuban exiles at Mariel Harbor. The Mariel Boatlift continues from April through September. By year end, more than 125,000 "Marielitos" migrate to the United States.

The Refugee Act of 1980 removes the ideological definition of refugee as one who flees from a Communist regime, thus allowing thousands to enter the United States as refugees.

1988 The Reagan administration maintains that affirmative action programs entail quotas, constituting a form of reverse discrimination.

The number of Hispanics in the work force increases by 48 percent, representing 20 percent of U.S. employment growth.

1986 After more than a decade of debate, Congress enacts The Immigration Reform and Control Act (IRCA), creating a process through which illegal aliens could become legal immigrants by giving legal status to applicants who had been in the United States illegally since January 1, 1982.

1987 At this time, 70.1 percent of Hispanic female-headed households with children are living in poverty.

1988 President Ronald Reagan appoints the first Hispanic Secretary of Education: Lauro F. Cavazos.

1989 Median family income for white families is \$35,210; for blacks, \$20,210; and for Hispanics, \$23,450. Per capita income is \$14,060 for whites, \$8,750 for blacks, and \$8,390 for Hispanics.

Immigration from the Americas rises from 44.3 percent in 1964 to 61.4 percent. Of the major countries, Mexico accounts for 37.1 percent of total documented immigration to the United States, the next highest number of immigrants being from El Salvador, 5.3 percent.

1990 President George Bush appoints the first woman and first Hispanic surgeon general of the United States: Antonia C. Novello.

1991 The proposed North American Free Trade Agreement between Mexico, the United States, and Canada expands even further the maquiladora concept, offering potentially greater tax abatements for U.S. businesses.

Despite the U.S. Congress' refusal to consider the statehood of Puerto Rico, a referendum is held on the island, clearly showing that the population is in favor of statehood.

Unemployment among Hispanics in the United States reaches 10.3 percent, roughly double the rate for whites.

President George Bush signs the Cuban Democracy Act, also known as the Torricelli Bill, which bans trade with Cuba by U.S. subsidiary companies in third countries and prohibits ships docking in U.S. ports if they have visited Cuba. The Torricelli Bill is heavily backed by Cuban Americans, and Bush makes a point of signing it in Miami. Upon passage of the Cuban Democracy Act, the United States is condemned by the United Nations General Assembly for maintaining its 30-year embargo of Cuba; the vote is 59 to 3, with 71 countries abstaining. Even most of the United States' allies either vote to end the embargo or they abstain.

1993 President Bill Clinton names Federico Peña to the position of Secretary of Transportation; he is the first Hispanic to hold that post.

President Bill Clinton names Henry Cisneros to the cabinet position of Secretary of Housing and Urban Development (HUD); he is the first Hispanic to hold that post.

President Bill Clinton appoints Norma Cantú, the former director of the Mexican American Legal Defense and Education Fund, to the position of Assistant Secretary for Civil Rights, Department of Education. The president also appoints 25 Hispanics to positions that need confirmation by the Senate.

1994 The North American Free Trade Agreement (NAFTA) takes effect to eliminate all tariffs between trading partners Canada, Mexico, and the United States within fifteen years from this date. Regarding Mexico and the United States, on this date 53.8 percent of U.S. imports from Mexico become duty free, while 31 percent of imports from the United States, excluding those imported by maquiladoras, become duty free. NAFTA passage is opposed in the United States by labor unions, which fear the continuing loss of jobs to Mexico, and domestic industries artificially protected by tariffs, such as textiles.

In Mexico, as many as one thousand Mayan guerrillas, baptizing themselves the Zapatista National Liberation Army, take over the important southern city of San Cristobal de las Casas, as well as the towns of Ocosingo, Las Margaritas, and others. This leads to bloody confrontations with and repression by the Mexican Army until a cease-fire is accepted by both sides on January 12, with an agreement to dialogue on the problems of the Mayas in Chiapas. The Mayas of southern Mexico have suffered poverty and dispossession of their communal lands for years. After a cease-fire is established, the government and Mayan rebels sign a tentative 32-point accord on March 2. In the months following the cease-fire, Mayan farmers seize some 75,000 acres of ranch lands, claiming that the lands had been stolen from them as far back as 1819. Thus, the issue of land remains on the table in the continuing negotiations with the Mayas.

Californians pass Proposition 187 with 59 percent of the vote. The initiative bans

undocumented immigrants from receiving public education and public benefits such as welfare and subsidized health care, except in emergency circumstances; makes it a felony to manufacture, distribute, sell, or use false citizenship or residence documents; and requires teachers, doctors, and other city, county, and state officials to report suspected and apparent illegal aliens to the California attorney general and the Immigration and Naturalization Service (INS). Governor Pete Wilson issues an executive order for state officials to begin following the initiative by cutting off government services to undocumented pregnant women and nursing home patients. On November 9, 1994, eight lawsuits are filed in state and federal courts protesting the measure.

In Los Angeles, California, Federal District Court Judge William Matthew Byrne, Jr., temporarily blocks the enforcement of Proposition 187, stating that it raises serious constitutional questions. Judge Byrne exempts the provisions that increase penalties for manufacturing or using false immigration documents.

1995 A nationwide boycott of ABC-TV by Hispanic Americans is held in Los Angeles, New York, Chicago, Houston, San Francisco, and Fresno, in protest of the network's failure to provide Latino themed programming in its 1994 line-up.

Federal Judge Mariana Pfaelzer rules that Proposition 187 is unconstitutional.

President Bill Clinton is successful in arranging for an international loan-guarantee package of \$53 billion, with \$20 million from the United States, to prop up the devalued peso and restore confidence in the Mexican economy, which is in a state of crisis.

1996 Proposition 209, introduced as a ballot initiative, is passed by the California voters. The initiative bars preferential treatment based on race or gender, virtually eliminating affirmative action in state hiring, public contracts, and education. Although challenged in court, the U.S. Supreme Court refused to hear the appeal, and Proposition 209 eventually takes effect in California.

1998 On June 2, California voters pass Proposition 227, which bans bilingual classroom education and English as a second language programs, replacing them with a one-year intensive English immersion program. A federal judge denies challenges to the proposition in July, and 227 goes into effect in California schools in August.

The U.S. Census Bureau reports a decline in the number of black and Hispanic Americans living in poverty.

African Americans and Hispanic Americans represent 16 percent of voters in the United States, compared to 1994, when the two groups made up 12 percent of U.S. voters.

1999 Hispanic groups join the National Association for the Advancement of Colored People (NAACP) in protesting the lack of minority roles in prime-time shows in the fall line-up. Studies show that 63 percent of Latinos do not feel that television represents them accurately. Hispanic groups, such as the NCLA, urge viewers to participate in a national brownout of ABC, CBS, Fox, and NBC television networks the week of September 12, to coincide with Hispanic Heritage Week. The four major networks all publicly respond to the protest, and a flurry of hiring of minority actors for added-on roles in fall shows has been noted.

The Clinton administration okays expanded American travel to Cuba, approving direct charter flights from Los Angeles and New York. Tourists are still not allowed to travel to Cuba, but humanitarian-aid workers (including family members), athletes, scholars, teachers, researchers, journalists, and government officials make up the estimated 140,000 passengers from the United States to Cuba in 1999.

New York Hispanic leaders criticize Hilary Rodham Clinton, probable Democrat candidate for U.S. Senate. Clinton had proposed that her husband, President Bill Clinton, should withdraw his clemency offer for 16 imprisoned members of the Puerto Rican Armed Forces of National Liberation (FALN), which was linked to more than 100

U.S. bombings. U.S. Representative José Serrano states that he withdraws his support for her, voicing the common complaint that Mrs. Clinton did not consult with the Puerto Rican leaders or try to understand the situation before making her statement. Many leaders express the sentiment that the Hispanic community is too significant a vote in New York to be ignored.

2000 Elián González returns to Cuba with his father. On Nov. 25, 1999, 6 year-old Elián was rescued off the coast of Florida after his mother and ten other people died trying to reach the U.S. from Cuba. For seven months Elián's Cuban-American relatives fought to keep him in the United States while his father, Juan Miguel, wanted him returned to him in Cuba. When Elián's father flew to the U.S. to retrieve his boy, armed federal agents raided the Miami home of González's relatives and took Elián into federal custody. Immigration officials and a series of court rulings all supported his father's wishes and Juan Miguel and Elián returned to Cuba after the U.S. Supreme Court refused to hear an appeal by the Miami relatives. The Cuban exile community in Miami strongly opposed Elián's return to Cuba.

California makes César Chávez Day a full, paid holiday for state employees. Texas currently has the holiday on a "volunteer" status and Arizona is working on adding the holiday in the upcoming elections.

Thousands protest the Vieques Agreement. Puerto Ricans are fighting to stop the U.S. Navy from resuming bombing exercises on the island of Vieques. The Puerto Rican government recently agreed to let the U.S. resume training exercises after a civilian security guard was killed in an accidental bombing in April.

Hispanic Web presence grows. Several Spanish-language Web sites have been launched in 1999 and 2000, including Spanish versions of AOL and Yahoo!. The Spanish company Terra Networks also signed a deal with Lycos to target Hispanic Americans on the Web, while Yupi.com, another Spanish-language portal, has been making plans to offer stock to the public. To further boost the Hispanic presence on the Internet, Gateway invested \$10 million in quepasa.com and Microsoft announced the creation of a new Spanish-language Web portal in Mexico. Spanish-language Web sites are expected to grow exponentially over the next few years.

2002 In Salt Lake City, Utah, speedskater Derek Parra becomes the first Mexican American to medal in the Olympics Winter Games, winning the gold and setting a world record of 1:43.95 in the 1500 meter race, as well as setting an American record and winning a silver medal in the 5000 meters race.

Speedskater Jennifer Rodriguez becomes the first Cuban American to compete in the Olympics Winter Games, winning two bronze medals in the ladies' 1000 meter and 1500 meter races.

2003 Hispanics are pronounced the nation's largest minority group — surpassing blacks —after new Census figures are released showing the U.S. Hispanic population at 37.1 million as of July 2001.

Cuban-born Nilo Cruz becomes the first Hispanic playwright to win the Pulitzer for drama for his play Anna in the Tropics, about Cuban Americans working in an Ybor City cigar factory in 1929 Tampa.

2004 President George W. Bush appoints Carlos M. Gutierrez to the position of Secretary of Commerce.

2005 Alberto Gonzales is confirmed as attorney general of the United States.

December - The U.S. House of Representatives passes a bill (H.R. 4437) intended to strengthen enforcement of immigration laws and enhance border security. The law would impose criminal penalties on aliens who illegally enter the United States, require employers to verify employment eligibility, and authorize the construction of fences along the U.S.-Mexico border. Opponents fear that the legislation will result in unfair treatment of immigrants, particularly in communities along the Mexican border, and create new roadblocks to gaining citizenship. The bill is sent to the Senate.

2006 According to the Census Bureau, the number of Hispanic-owned businesses grew three times faster than the national average for all U.S. businesses.

Thousands of people join rallies in cities across the country to protest proposed immigration reform. The protests, organized by labor, civil rights Source: http://www.gale.com/free_resources/chh/timeline/1971.htm

Hispanic Heritage Month

Lesson Plans



Carnival!



What happens during Carnival?

Overview

This lesson introduces students to and explains Puerto Rico’s carnival as a part of understanding Hispanic culture. Students can then create their own Carnival mask.

Objective

In the core lesson, students will:

- *Explain the purpose and activities of Carnival.*
- *Illustrate an understanding of the masks used during Carnival*

BENCHMARKS/COMMON CORE

SS.K.A.2.2 Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation’s heritage.

SS.K.A.2.3 Compare our nation’s holidays with holidays of other cultures.

SS.1.A.2.3 Identify the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation’s heritage.

MATERIALS

What is Carnival?

- Background Information (Included)
- Coloring Page (Included)

Optional Materials:

1. Drawing paper
2. Crayons/markers

How to DRESS for the Ponce Carnival

Introduction

What is a Carnival?

There are many types of carnivals celebrated all over the world. A carnival can be a small street fair or circus, or a large celebration like Mardi Gras. In Ponce (PAWN- say), Puerto Rico, Carnival is a special celebration in the month of February, before the Christian season of Lent. During the carnival, people dress in brightly-colored costumes and masks, dance, and play music.



The Ponce Carnival

People in the town of Ponce have been celebrating carnival for over 250 years! Each year the carnival lasts the whole month of February with parades, music, and special events. At the end of the carnival, everyone celebrates the “burial of the sardine.” A sardine is a small fish. A woman leads a “pretend”

funeral procession through the town, while the crowd sings songs and beats drums. As the sardine is put in its grave, each person throws in a handful of dirt. Then the crowd sings a final song...

Ya se muerto el carnival!
Ya lo llevana enterrar;
echenel poquita tierra que
se vuelve a levantar

Carnival is dead now
They are burying him;
Throw just a little dirt in
So he can rise again.



A vejigante dressed in a traditional costume and mask.

What is a *vejigante*?

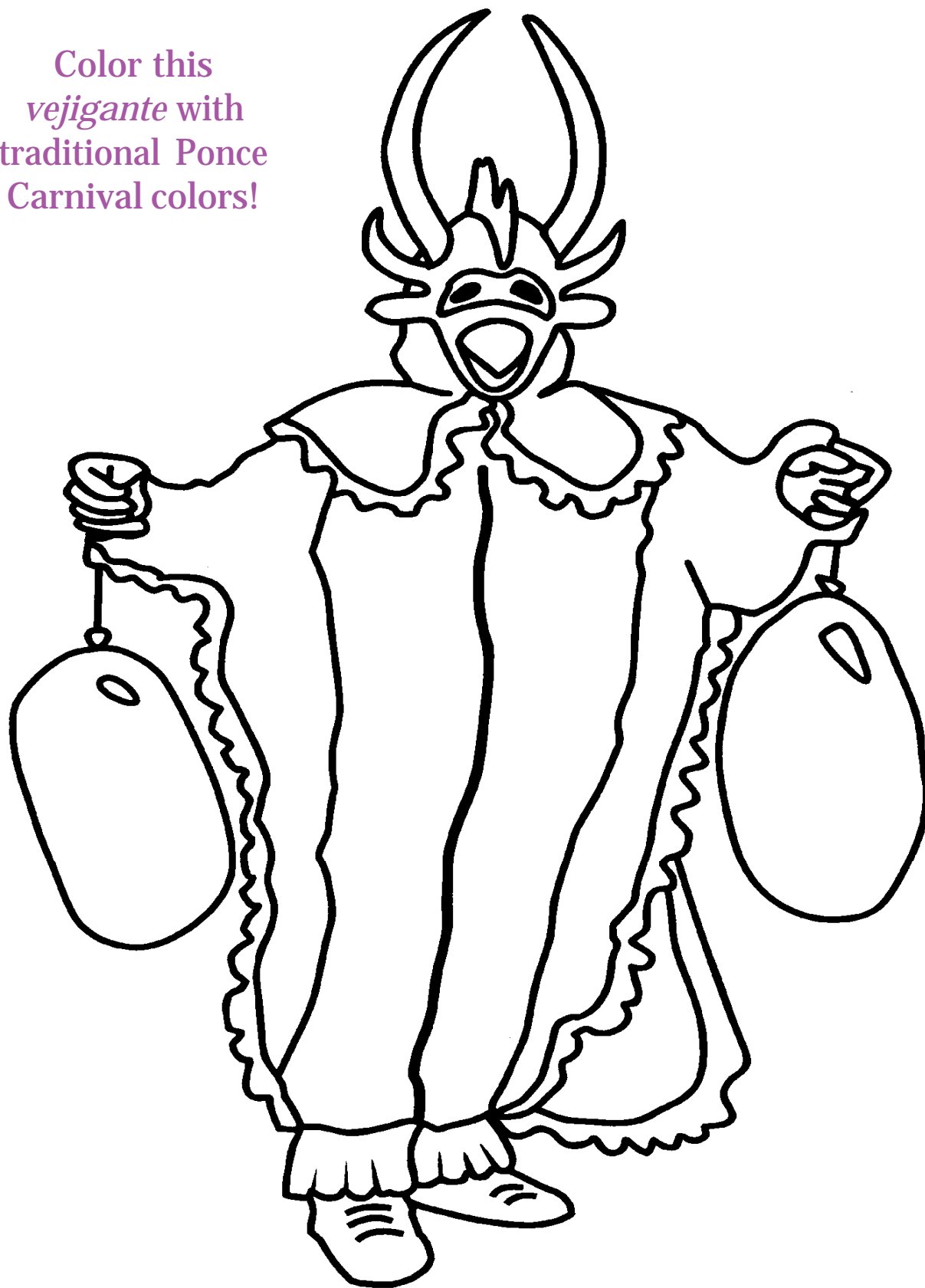
A person dressed up for the Ponce Carnival in Puerto Rico is called a *vejigante* (bay-he-GAHN-tay). The job of a *vejigante* is to scare people, much like dressing up as a scary monster for Halloween. The *vejigante* swats children with a *vejiga* (bay-HE-gah), a cow's bladder that has been dried and blown-up like a balloon.

Every *vejigante* needs a carnival mask. The masks used at the Ponce Carnival are made of papier-maché. Each mask is made into a scary or devilish shape, and decorated with bright colors, horns, and playful designs.

Costumes are one-piece coveralls made out of bright cloth. Many of the costumes are made with the colors of the Spanish flag and the town of Ponce. Yellow and red are the colors of the Spanish flag, and black and red are the colors of the town of Ponce.

#

Color this
vejigante with
traditional Ponce
Carnival colors!



Line drawing based on an illustration
in *Vejigante Masquerader* by Lulu
Delacre.

It's All Music!

What are some Hispanic/Latin musical instruments?

Overview

This lesson provides an explanation of a musical instrument used in Hispanic culture as part of festivals and celebrations.



Objective

In the core lesson, students will:

- *describe musical instruments associated with the Hispanic culture*
- *understand the history and purpose of maracas*
- *make a maracas.*

BENCHMARKS/COMMON CORE

SS.K.A.2.2 Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's heritage

SS.K.A.2.3 Compare our nations holidays with holidays of other cultures.

SS.1.A.2.3 Identify the importance of celebration and national holidays as a way of remembering and honoring people, events, and our nation's heritage.

MATERIALS

Maracas Background Information (Provided)

Paper Plate Maracas Activity Instructions (Provided)

- One or two paper plates per student
- Dried beans, rice, or popcorn
- Stapler
- Paint, markers, or crayons

Optional: crepe paper or tissue paper for streamers

Background Information

Maracas



Maracas were created and first used by the native indians of Puerto Rico: the Tainos, as a percussion musical instrument. A pair of these are used to create the unique sound so common in Latin American and Puerto Rican music.

Maracas are made from the fruit of the higuera tree so common throughout Puerto Rico. The fruit must be round and small. After taking out the pulp of the fruit through two holes that are bored through the dried shell, small pebbles are introduced into it. Then a handle is fitted to the dry fruit shell. Unequal amount of pebbles are used in a pair that make up the maracas, to produce their distinctive sound.

In **salsa** music the maracas have become one of the most important percussion instruments because they add a driving pulse in the high frequency spectrum. Perhaps their importance to salsa is like the role of hihat and snare drum in pop and rock music.

Maracas are now often made of new materials, such as plastic, but are used in the same way, fulfill the same musical role in Latin bands, and retain the same distinctive sound.

Source: <http://musicofpuertorico.com/index.php/instruments/maracas/>

MARACAS

This activity is about appreciating the culture of Spanish speaking countries. Children learn about maracas, an instrument from our Hispanic friends. In this activity the children make their own maracas and celebrate to music. Maracas help celebrate Hispanic Heritage Month and the culture and music of Spanish-speaking countries.

Procedure:

1. Read maracas information to students prior to maracas making activity to provide students with an understanding of the history and use of maracas.
2. Complete paper plate maracas activity.

This activity is suitable for toddlers, preschoolers and elementary aged children (with adult supervision). As you make these together put on some upbeat bilingual music or Latin American tunes and party!

PAPER PLATE MARACAS ACTIVITY

You can make simple maracas from one or two paper plates stapled together, containing dried beans or popcorn kernels.

Materials

- One or two paper plates per student
- Dried beans, rice, or popcorn
- Stapler
- Paint, markers, or crayons

Optional: crepe paper or tissue paper for streamers

Procedure:

1. Put some dried beans, rice, or popcorn in a paper plate. Staple another paper plate securely on top of it.
(You can use one paper plate for each maraca by folding a paper plate in half, adding the beans, rice or popcorn then stapling the rim of the plate to itself.)
2. Decorate the maracas with crayons, markers, or paint.
3. Optional: Staple long crepe paper streamers or strips of tissue paper to the maracas.
4. Enjoy the noise!!!

Mapping of South America



OBJECTIVES:

- Students will do the following:
- Examine different aspects of the South American continent, including its geography, climate, industry, and political boundaries
- Create a map of South America illustrating a particular aspect of the continent

MATERIALS:

The class will need the following:

- A few examples of different types of maps: political, physical, and population
- Five large pieces of paper
- Internet access
- Printer
- Encyclopedias
- Atlases
- Colored markers for each group
- Outline of South America (provided)

ACTIVITIES:

- Note: Before beginning this lesson, draw a large outline of South America onto each of 4 large pieces of paper.
- As a class, look at different types of maps, such as political, physical, and population maps. Ask students to discuss what information the maps convey.
 - For example, a political map shows the borders of countries and the locations of major cities.
 - A physical map shows landforms.
 - A population map shows the density of population throughout the region.
 - Why is each type of map important?
 - How and by whom is each type used?

- Explain that in this lesson students will be creating different types of maps of South America to learn about different aspects of the continent.
- On a large piece of paper, draw a chart with four columns.
 - Label them Political/Population, Geography/Terrain, Biomes/Vegetation, and Industry/Major Exports.
 - Using the questions below as a guide, ask students to brainstorm what they know about South America for each of these topics.
 - Write their ideas in the appropriate columns.
 - **What countries and major cities can they name? Where are the larger concentrations of people?**
 - **What are some significant geographical features of the continent? What do they know about the climate and vegetation in different parts of South America?**
 - **What are some important industries and exports?**

- Divide the class into four groups and assign one of the topics listed above to each group.
- Give each group a large piece of paper with the prepared outline of South America on it. Explain that the members of each group will study a different aspect of South America and will create a map to show what they've learned.
- Give the members of each group the following questions to use as a guide as they create the maps. (How each group creates its map is the group's decision, but the map must answer all the questions.)
- Political/Population
 - Identify the countries of South America (and their borders).
 - Where are the capitals and major cities of South America?
 - How does the population density (people per square mile) vary throughout South America? (You can show population density by region or by country.)
- Geography/Terrain
 - Where are the major geographical features of South America?
 - What oceans and bodies of water border the continent?
 - What are its major mountain ranges?
 - What are its major rivers?
 - Locate and label at least two or three of the following features on the map: island, isthmus, volcano, cape, gulf, plateau, falls, lake, glacier.

- Biomes/Vegetation
 - Where are the different biomes, or vegetation zones, in South America? (Remind students that a biome is an ecological community defined by its climate and vegetation, such as a desert, rain forest, or grassland.)
 - Label some of the biomes of South America.
 - Where is the equator in relation to the continent?
 - Label the two areas with the greatest and least amounts of rainfall. Label two areas that have very high and very low temperatures.
 - For each biome, name at least one indigenous plant and one indigenous animal.
- Industry/Major Exports
 - Show where the following crops are grown: bananas, potatoes, wheat, barley, cocoa, cotton, rice, sugar, coffee, oranges, and lemons.
 - Show where some of the following industries are located: oil, mining (for gold, copper, emeralds, nickel, tin, silver, lead, and zinc), wine, cattle, and sheep.
 - Which areas depend heavily on fishing?
 - What other products are exported to the United States and other countries?
- Provide appropriate atlases, books, and Web sites to help each group conduct its research. Each map must illustrate the group's answers to the questions above. Encourage students to be creative and to use symbols, color-coding, and other keys to show their information. They must also provide a key or legend for their maps. The following are helpful Web sites:
 - Countries of the World - South America Map Machine
- When groups have completed their maps, have them hang the maps around the classroom and present them to the class.
- Encourage students to consider the relationships among all the maps and refer to each other's maps in their presentations.
 - For example, do they notice that certain crops or resources are found in specific biomes or terrains?
- After the presentations, discuss the need for different types of maps. Would it be possible to have all the information on one map? Why would you refer to different kinds of maps? What kind of map do students think is used most often?

Source: [http://www.cumbavac.org/Hispanic_Heritage.htm#lesson plans](http://www.cumbavac.org/Hispanic_Heritage.htm#lesson%20plans)

Outline Map of South America



Hispanic Heritage

Use an encyclopedia or other reference books to find information for a brief biographical sketch of each of the following famous people of Hispanic heritage. Then use their names to make your own wordsearch puzzle (see page 55). Add other names as desired. When you complete your puzzle, make copies for your classmates to try.

Cesar Chavez _____

Porfirio Diaz _____

Miguel Hidalgo _____

Benito Juarez _____

Source: Education world

Name _____

Hispanic Heritage *(cont.)*

Jose Maria Morelos _____

Alvera Obregon _____

Jose Orozco _____

Diego Rivera _____

Name _____

Hispanic Heritage *(cont.)*

Antonio Santa Ana _____

Pancho Villa _____

Emiliano Zapata _____

Ignacio Zaragosa _____

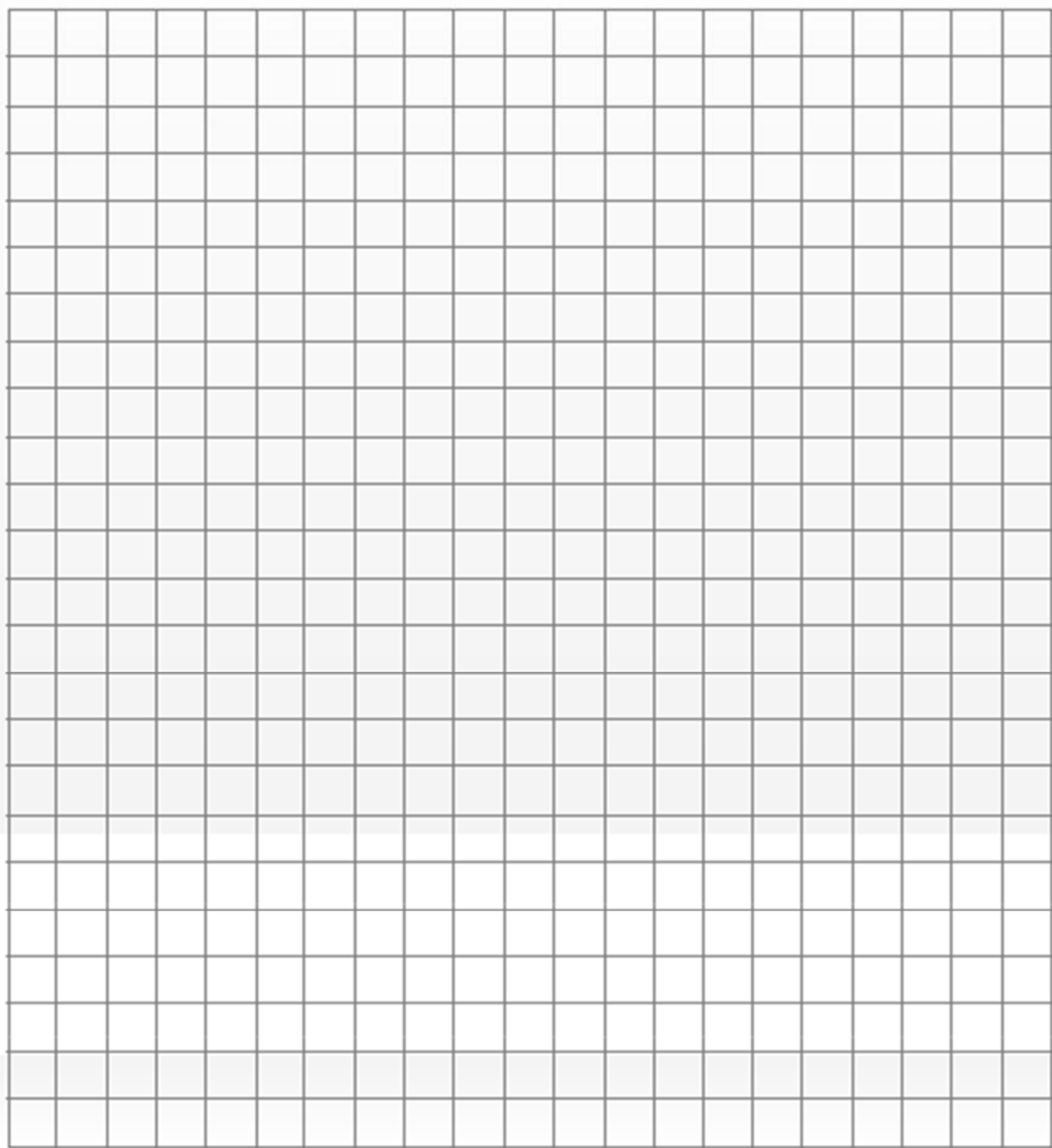
HISPANIC HERITAGE MONTH - ACTIVITIES



Name _____

Hispanic Heritage Wordsearch

Use this graph paper to make a wordsearch puzzle using the names on the preceding pages. Be sure to make an answer key.



Famous Hispanics

DIRECTIONS: Use classroom, library and Internet resources to learn about 20 famous Hispanic Americans and Latinos listed below. On the line next to each name, write the letter of the statement that describes that person.

FAMOUS HISPANIC AMERICANS OF THE PAST

PERSON/PEOPLE	WHY FAMOUS?
___1. Conquistadors	a. Discovered the Mississippi River
___2. Juan Ponce de León	b. World-famous musician, he played the cello
___3. Hernando de Soto	c. Led fight for a better life for migrant farm workers
___4. Father Junipero Serra	d. Band leader and actor, was on TV in <i>I Love Lucy</i>
___5. David Glasgow Farragut	e. On Columbus's 2nd trip; was governor of Puerto Rico
___6. Pablo Casals	f. Baseball player with Pittsburgh Pirates 1955-1972
___7. Dennis Chávez	g. First full-term Hispanic U.S. Senator (1935).
___8. Desi Arnaz	h. Civil War Naval hero, led battle to take New Orleans
___9. César Chávez	i. Spanish soldiers, invaded and took lands from Indians
___10. Roberto Clemente	j. Founder of the California missions

FAMOUS HISPANIC AMERICANS OF TODAY

PERSON	WHY FAMOUS?
___1. Joan Baez	a. One of the world's best female golfers
___2. Antonia Coello Novello	b. Soccer player
___3. Henry Cisneros	c. Mexican-American mayor of San Antonio, Texas
___4. Katherine Davalos Ortega	d. Folk singer
___5. Gloria Estefan	e. Singer from Miami
___6. Nancy Lopez	f. Hispanic Treasurer of the United States
___7. Geraldo Rivera	g. Opera singer
___8. José Canseco	h. First Hispanic and first female U.S. Surgeon General
___9. José Carreras	i. Baseball player with the Oakland A's
___10. Pelé	j. Talk show host

A Picture Dictionary

Brief Description

Students create a picture dictionary of common English phrases translated into Spanish.

Objectives

Students learn Spanish words for common English phrases. Students draw pictures illustrating common phrases.

Keywords

Spanish, phrase, picture, dictionary, English, translate, language, foreign language

Materials Needed

- teacher-selected phrases from an English-Spanish dictionary, a library source, or a web tool such as
--- [WorldLingo Online Translator](#) or
--- [WordReference.com](#)
- index cards (any size)
- construction paper
- markers or crayons

Lesson Plan

1. Prior to the lesson, write common English phrases (for example, "Good morning," "Thank you") on index cards. Write the Spanish translations under each phrase.
2. Write one or two of the phrases from the cards on the chalkboard. Have students say each phrase in English and Spanish.
3. Divide the class into pairs. Distribute one index card with a phrase to each pair of students. Read the phrase to the pair of students.
4. Tell students in each pair that they are to draw a picture to illustrate the phrase. Hand out drawing materials, and encourage students to work together to brainstorm ideas.
5. After primary students have completed the illustrations, write the English phrase and Spanish translation on each illustration. For elementary students, have students in each pair copy the English and Spanish phrases on their illustration.
6. Compile the illustrations. Have students design a cover illustration for their dictionary.

Assessment

Evaluate students' illustrations and abilities to work together in small groups.

Lesson Plan Source

Education World

Letters to the Congressional Hispanic Caucus

Brief Description

Students learn about and write letters to members of the Congressional Hispanic Caucus.

Objectives

Students

- Study the backgrounds of the members of the Congressional Hispanic Caucus
- Demonstrate abilities to write business letters to members of the Congressional Hispanic Caucus
- Address mailing envelopes correctly
- Copy/edit each other's work

Keywords

Congressional Hispanic Caucus, letters

Materials Needed

Computers with internet access or printouts of members' links at the website noted in the lesson plan, paper, pens, envelopes, postage stamps

Lesson Plan

- Depending on the size of your class, divide the class into parts or assign each student one member of the Congressional Hispanic Caucus. Have students use the caucus site or the printouts to learn information about the members.
- Tell each student or group to write a letter to assigned member of the caucus. Explain that each letter must include at least one question about each of the following: the member's job, the member's background, what inspired the member to run for office, the member's future plans.
- Have students or groups exchange letters and copy/edit one another's work.

Assessment

Evaluate student's letters and participation.

Source: <http://www.teachervision.fen.com/hispanic-heritage-month/south-america/6629.html>

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History is Made as Senate Confirms Sonia Sotomayor to the Supreme Court

(Washington, DC) -The Congressional Hispanic Caucus applauds the United States Senate for confirming Judge Sonia Sotomayor as Associate Justice on the nation's Supreme Court. By a vote of 68-31, history was made as the first Latino, and only the third woman was confirmed to our nation's highest court. Born and raised in the South Bronx, New York, Judge Sonia Sotomayor brings the most judicial experience to the court than any other nominee in the last 100 years. The CHC officially endorsed her nomination, and had been promoting the idea of naming a Hispanic to the court even before a vacancy had occurred.

"Today marks a historic milestone for all Americans. The entire Hispanic community is profoundly moved by Sonia Sotomayor's confirmation as we celebrate another important step in our nation's ongoing journey toward a government more reflective of our diverse nation," said **Congresswoman Nydia M. Velazquez, Chair of the CHC, and the first Puerto Rican woman elected to the U.S. Congress.** "Sonia Sotomayor's personal story is powerful evidence that, with the right talent, dedication and hard work, anything is possible. Equally important, Judge Sotomayor is an exceptionally talented jurist and her confirmation brings to the Court another brilliant legal mind. Throughout her career, she has augmented her vast legal experience with a unique understanding of how the law affects the everyday lives of ordinary Americans. Her temperament, integrity and, as she puts it, 'fidelity to the law' will serve the Court well as it decides cases that shape our nation's future."

Congressman Charles A. Gonzalez, 1st Vice Chair of the CHC, added, "This should be a proud moment for all Americans who believe that in our great country, a person can overcome adversity through hard work and dedication. Judge Sotomayor represents one of the most qualified nominees to the Supreme Court to have ever been considered by the Senate. I commend those senators that set aside partisan political considerations and voted on the merits of Judge Sotomayor's qualifications."

"Today we are witnessing the fulfillment of America's promise that through hard work and talent, the best can rise to the top," said **Congressman Serrano who testified in front of the Senate Judiciary Committee on Sotomayor's behalf.** "Our community is bursting with pride to know that one of our own will now take a seat on our Nation's highest Court."

Congressman Xavier Becerra, Vice Chair of the House Democratic Caucus, said, "Judge Sotomayor's judicial record and her testimony throughout her confirmation process made it clear that she is eminently qualified to serve on the Supreme Court. Her answers on weighty issues that affect our country showed us a fair, thoughtful, mainstream judge. I know she will serve our nation with intelligence, vigor, and an abiding commitment to the Constitution. Her story of accomplishments through hard work will be an inspiration to young girls like my own daughters for generations to come. This is an historic day for America."

"Today's confirmation of Judge Sonia Sotomayor serves as a moment of intense pride not just for Hispanic Americans, but for everyone who respects justice and the rule of law," said **Congressman Joe Baca.** "Judge Sotomayor's legal experiences and life story make her one of the most qualified candidates to ever serve on the U.S. Supreme Court. I thank the President for choosing such an excellent nominee, and my colleagues in the Senate for their votes to confirm. The American Dream is indeed alive and well, as evidenced by today's proceedings."

"I commend my colleagues in the U.S. Senate on voting to confirm Federal Court of Appeals Judge Sonia Sotomayor as the newest justice on the United States Supreme Court," **Congresswoman Lucille Roybal-Allard, the first Mexican-American woman elected to the U.S. Congress,** said. "This is truly a historic day for our country. Judge Sotomayor will become the first Hispanic and only the third woman to serve on our nation's highest court. Judge Sotomayor will bring her proven tradition of excellence to the high court. Throughout her career as a prosecutor, a corporate litigator and a federal trial court and appellate judge, Judge Sotomayor has demonstrated a deep understanding and commitment to upholding our nation's laws while seeking justice for all. I am confident our nation as a whole will gain tremendously by having such an accomplished, experienced and respected jurist serving our nation on the Supreme Court."

"The confirmation of Judge Sotomayor Thursday marks another milestone in our nation's history," said **Congressman Ciro D. Rodriguez.** "Not only are her legal credentials impeccable, she brings a breadth of perspective that will broaden the ability of the Supreme Court to rule on the critical issues facing our society today. It's a proud day for the United States."

Congressman Pedro Pierluisi, who represents Puerto Rico in Congress, stated, "Today is a wonderful and historic day. Armed with little more than the fierce love of her family and an old set of encyclopedias, this determined little girl from a Bronx housing project has gone to Princeton, to Yale, to our country's most hallowed legal institutions—and now, thanks to today's Senate vote, to the highest court in the land. The people of Puerto Rico are so proud. We wish Judge—soon to be Justice—Sotomayor all the best."

Congressman Luis V. Gutierrez added, "Today is a proud day for the history of this nation and its Supreme Court. Justice Sonia Sotomayor brings to the bench not only a commitment to essential constitutional principles of justice, opportunity, and equality under the law, but also a deep and personal understanding of

those values, gained over a lifetime of striving for the American Dream. I am a firm believer in a country that honors hard work with fairness and opportunity — and Justice Sotomayor embodies that spirit. As the son of hardworking Puerto Rican parents; as the husband of a professional Puerto Rican woman; and as the father of two daughters witnessing history in the making: today is a very proud day."

The Congressional Hispanic Caucus (CHC) is comprised of Members of Congress of Hispanic descent. Since 1976 the CHC has been addressing the needs of the Hispanic community in all areas of American life. For more information on the CHC, call (202) 225-2410.

<http://velazquez.house.gov/chc>

Hispanic Heritage Month Recommended Reading List

<i>Martina the Beautiful Cockroach: A Cuban Folktale</i>	Carmen Agra Deedy
<i>Doña Flor</i>	Pat Mora
<i>Juan Bobo Goes to Work</i>	Marisa Montes
<i>From the Bellybutton of the Moon and Other Summer Poems</i>	Francisco X. Alarcón
<i>Pablo's Tree</i>	Pat Mora
<i>Chato and the Party Animals</i>	Gary Soto
<i>Mama & Papa Have a Store</i>	Amelia Lau Carling
<i>Snapshots from the Wedding</i>	Gary Soto
<i>In My Family</i>	Lomas Garza, Carmen
<i>Rainbow Tulip</i>	Pat Mora
<i>Xochtil and the Flowers</i>	Jorge Argueta
<i>The Spirit of Tío Fernando</i>	Janice Levy
<i>Hispanic Scientists: Ellen Ochoa, Carlos A. Ramirez, Eloy Rodriguez, Lydia Villa-Komaroff, Maria Elena Zavala</i>	Jetty St. John
<i>Angels Ride Bikes: And Other Fall Poems</i>	Francisco X. Alarcon
<i>Get Ready for Gabi: A Crazy Mixed Up Spanglish Day</i>	Marisa Montes Illustrated by Joe Cepeda
<i>Gracias Thanks</i>	Pat Mora, Illustrated by, John Parra and written by Pat Mora
<i>Nacho and Lolita</i>	Pam Munoz Ryan
<i>Gathering the Sun: An Alphabet in Spanish and English</i>	Alma Flor Ada

Hispanic Heritage Month Recommended Reading List (cont.)

Elementary (3-

<i>Under the Royal Palms: a Childhood in Cuba</i>	Alma Flor Ada
<i>My Diary from Here to There</i>	Amada Irma Pérez
<i>Magic Windows</i>	Carmen Lomas Garza
<i>Hands-on Latin America: Art Activities For All Ages</i>	Yvonne Y. Merrill
<i>Where the Flame Trees Bloom</i>	Alma Flor Ada
<i>Amazing Hispanic American History</i>	George Ochoa
<i>Charro: The Mexican Cowboy</i>	George Ancona
<i>Harvesting Hope: The Story of Cesar Chavez</i>	Kathleen Krull
<i>Family Pictures</i>	Carmen Lomas Garza
<i>The Bossy Gallito</i>	Lucia Gonzalez
<i>Calling the Doves/El Encanto De Las Palomas</i>	Juan Felipe Herrera
<i>Under the Royal Palms: a Childhood in Cuba</i>	Alma Flor Ada
<i>Learning About Determination From the Life of Gloria Estefan</i>	Meanne Stazzabosco
<i>Ivan Rodriguez</i>	Tony DeMarco
<i>Alicia Alonso: First Lady of the Ballet</i>	Sandra Martin Arnold
<i>The Biographical Dictionary of Hispanic Americans</i>	Nicholas E. Meyer
<i>Famous Hispanic Americans</i>	Janet Morey
<i>Ellen Ochoa: The First Hispanic Woman Astronaut</i>	Romero Maritza
<i>Return to Sender</i>	by Julia Alvarez
<i>Book Fiesta!: Celebrate Children's Day/Book Day; Celebremos El día de los niños/El día de los libros</i>	illustrated by Rafael López, written by Pat Mora
<i>The Day It Snowed Tortillas: A Classic from the American Southwest</i>	Joe Hayes
<i>How Tia Lola Came to Stay</i>	Julia Alvarez