



# SECONDARY

INSTRUCTIONAL RESOURCE PACKET

# Celebrating



## HISPANIC HERITAGE MONTH



September 15 – October 15

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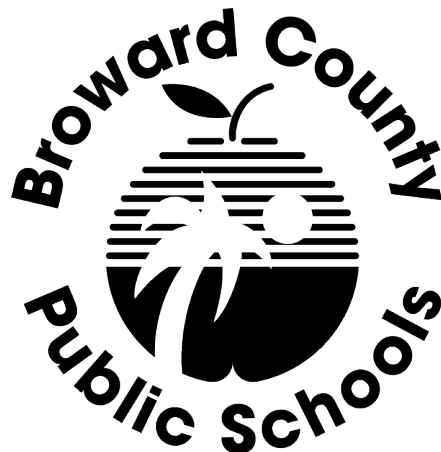
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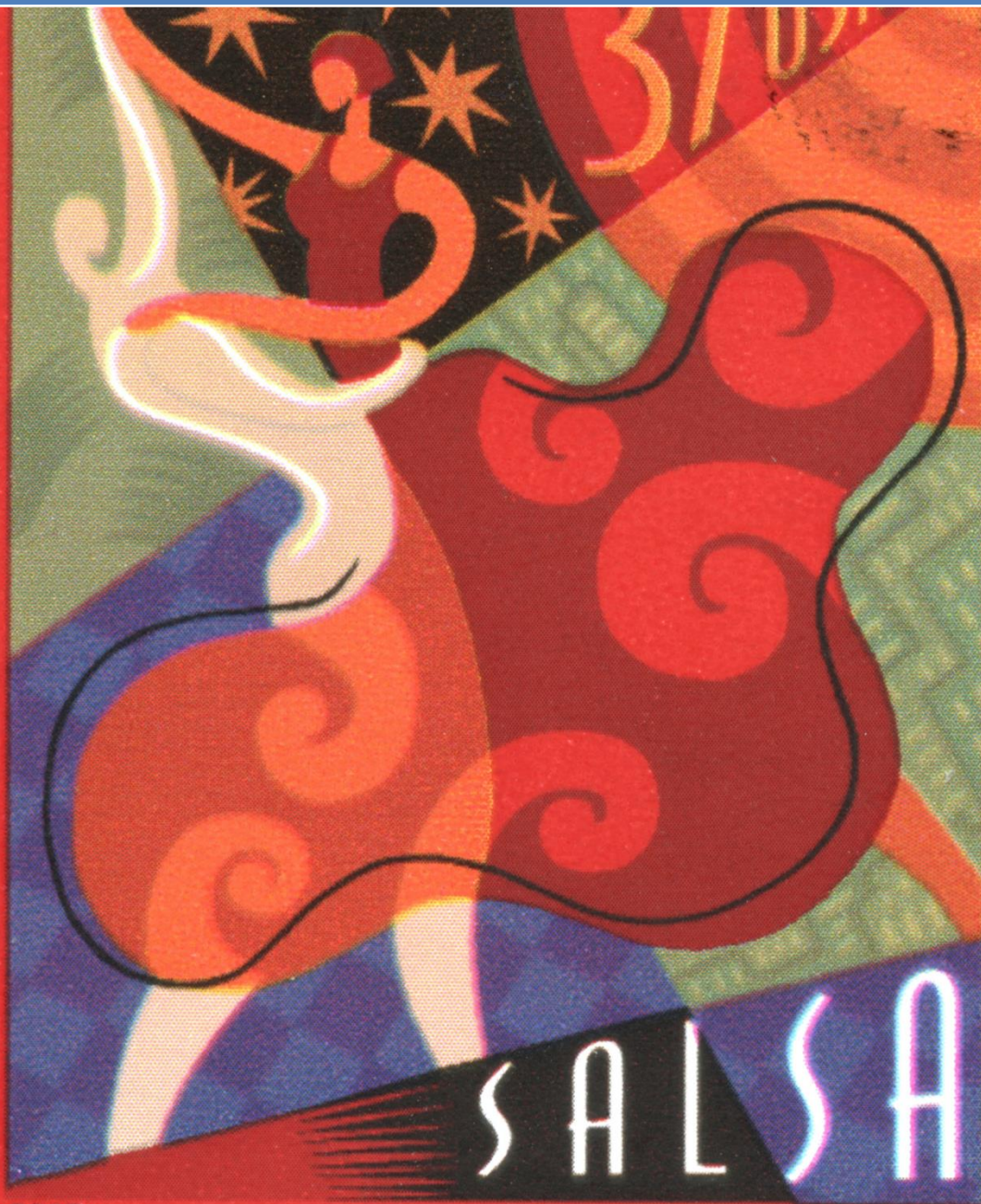
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# Hispanic Heritage Month



**Reference and Resources  
Secondary**

**September 15 – October 15**

# Hispanic Heritage Month: September 15 – October 15

The following online databases are available through the Broward Enterprise Education Portal (BEEP) located at <http://beep.browardschools.com/ssoPortal/index.html>. 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, 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)
<b>Gale</b>	<i>Hispanic Americans, Latinos, Latin America, South America, Spanish Language, Hispanic Heritage, Latinos</i>	Magazines, newspapers, academic journals, eBooks, podcasts, images, maps, charts, graphs	Enter the search term “Hispanic heritage.” Click on the link <b>Audios</b> to read the transcript of an interview with Dominican writer Julia Alvarez. Click on the link <b>Chicano Activist Sees Dream Live on in her Sons</b> , to listen to an NPR interview with Mexican-American Rosie Castro, mother of Texas State Representative Joaquin Castro and San Antonio Mayor Julian Castro.
<b>SIRS Knowledge Source</b>	<i>Hispanic Americans, Latinos, Latin America, South America, Spanish Language, Hispanic Heritage, Latinos</i>	Newspapers, magazines, government documents, primary sources, reference, graphics, websites.	Enter the search term “Hispanic Americans”. Click on the <b>Graphics/Media</b> link to see images, charts, maps, and facts relevant to Hispanic culture and history. Click on the link for <b>Primary Sources</b> to read a speech given by former U.S. Secretary of Commerce Carlos Gutierrez in 2007 at the National Hispanic Leadership Summit stressing the accomplishments of Hispanic Americans.
<b>World Book Online</b>	<i>Hispanic Americans, Latinos, Latin America, South America, Spanish Language, Hispanic Heritage, Latinos</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, Hispánica Saber, and L’Encyclopédie Découverte.</i> )	Choose World Book Advanced and enter search term “Hispanics.” Click on the link entitled <b>Hispanic Americans</b> . Click on the map titled “Where Hispanics Live” to see the state-by-state distribution of Hispanic Americans in the United States, according to the 2010 census.

# 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](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, 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](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](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, 90<sup>th</sup> 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, 100<sup>th</sup> 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 12<sup>th</sup> 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](http://www.historical-museum.org)

- **Miami Art Museum**  
101 West Flagler Street, Miami, FL. 33130 – (305) 375-3000  
[www.miamiartmuseum.org](http://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.



## 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 Álvaro 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.
- 1784 Spanish soldier Manuel Nieto begins to receive land totaling 300,000 acres in the Long Beach, CA area.
- 1790 At least 50,000 African slaves are brought to Cuba to work in sugar production.
- 1774 Pedro de Garcés, a Spanish Franciscan missionary, finds 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.
- 1790s Hispanic settlements begin to thrive in Pimeria Alta (CA). As many as 1,000 people live there



- 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.
- Revolutions throughout Latin America lead to newly independent nations.
- 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 mission:

- 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 shellers 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

t 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.

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](http://www.gale.com/free_resources/chh/timeline/1971.htm)

- 2009 History is made as the U.S. Senate confirms the first Hispanic to the Supreme Court, the Honorable Sonya Sotomayo

# Hispanic Heritage Month Lesson Plans





# Celebrating Hispanic Heritage

September 15- October 15



## ESSENTIAL QUESTION:

What are the different areas in which Hispanic Americans have contributed to the United States and the world?



## Overview:

As of April 1, 2010, the Hispanic population in the United States was 50.5 million, making people of Hispanic origin the nation's largest ethnic or race minority. Hispanics constituted 16.3 percent of the nation's total population. They have made significant contribution to the United States in varied areas and occupation. These lessons will allow student to discover and learn about these contributions.



## Objective:

- Interpret and understand written and spoken Spanish on a variety of topics. (Piñata Concentration)
- Identify and describe traits that represent Hispanic cultures. (My Heritage, Latinos in History, Meet Famous Latinos, Hispanic History in the Americas)
- Study and analyze the traditions and culture of Hispanic Americans. (My Heritage, Latinos in History, Meet Famous Latinos, Hispanic History in the Americas)
- Read observations Hispanics make about their identity. (My Heritage, Meet Famous Latinos)
- Conduct research on issues of identity and heritage. (My Heritage, Latinos in History, Meet Famous Latinos)
- Formulate interview questions based on reading materials. (My Heritage, Latinos in History, Meet Famous Latinos, Hispanic History in the Americas)
- Use compiled information to ask questions that seek information not already discussed. (My Heritage, Latinos in History, Meet Famous Latinos, Hispanic History in the Americas)
- Understand and summarize the contributions of Hispanic Americans. (My Heritage, Latinos in History, Meet Famous Latinos)
- Gather and synthesize information about Hispanic community members by using a variety of informational resources. (My Heritage, Latinos in History, Meet Famous Latinos)
- Write a biography about an accomplished American that relates information on heritage and identity. (My Heritage, Latinos in History, Meet Famous Latinos)
- Apply reading comprehension skills, including: Identifying main idea reading for detail drawing conclusions

## BENCHMARK/COMMON CORE

**SS.6.W.1.1** Use timelines to identify chronological order of historical events.  
**SS.W.8.A.1.4** Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.

**SS.8.G.4.4** Interpret databases, case studies, and maps to describe the role that regions play in influencing trade, migration patterns, and cultural/political interaction in the United States throughout time.

**RH.6 - 8.4.** Determine the meaning of word and phrases as they are used in text, including vocabulary specific to domains related to history /social studies.

**RH.6 - 8.5.** Describe how the text present information (e.g. sequential, comparatively, causally).

**RH.6-8.7.** Integrate visual information (in charts, graphs, photographs videos or maps) with other information in print and digital texts).

## MATERIALS

Computer, Internet access, handouts with websites below or write sites on white board

<http://teacher.scholastic.com/researchtools/researchstarters/missions/index.htm>

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

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

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

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

# Lesson Plans and Activities

Grades 6–8

**Topic: Hispanic Americans and their contributions to the United States and the World**

**Time:** This lesson can be taught in 1–4 class periods

## Core standards:

RH.6-8.3 Identify key steps in a text’s description of a process related to history/social studies.

RH.6-8.4. Determine the meaning of word and phrases as they are used in text, including vocabulary specific to domains related to history /social studies.

RH.6-8.5. Describe how the text present information (e.g., sequential, comparatively, causally).

RH.6-8.7. Integrate visual information (in charts, graphs, photographs videos or maps) with other information in print and digital texts).

## Objectives:

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- Apply reading comprehension skills, including:
  - Identifying main idea
  - reading for detail
  - drawing conclusions

## Lesson Introduction:

1. The focus for older students in Celebrate Hispanic Heritage is on people and an introduction into the history of Hispanic Heritage. Explain to students that they will be learning about one of the largest cultural groups in the United States, Hispanic Americans, and the contributions they have made to this country and to the world.
2. Begin a discussion about Hispanic heritage. Have students talk about what it means to be Hispanic (being a member of Americans descended from more than 20 primarily Spanish-speaking countries as well as from states and territories in the United States) or a member of any ethnic group. Have students record new information that they learn about Hispanic cultures in their notebooks.
3. After the introductory discussion, introduce the [Hispanic History in the Americas](#) activity by organizing students into small discovery groups. Point out the different areas of the map and how they correspond to particular places that were influenced by the Spaniards. If available, use a projector to model how to access the map and time lines, if not then instruct orally or with transparency copies.
4. Assign each group an area on the map and its corresponding time line to examine. Ask students to list three facts concerning Hispanic heritage and let them know they will be sharing these facts with the class by the end of the lesson. Suggest that students write these facts in their notebooks.
5. Next, have each group investigate the [Latinos in History](#) activity and find a Latino or Latina whose roots originate from the area that the group studied in the Hispanic History in the Americas activity. Encourage students to find more information both online and in the library.
6. Now, have each discovery group create a time line revealing major events that contributed to Hispanic culture and influence in the New World. Have group members share responsibilities that include choosing the most important events, arranging events in sequence, and creating the timeline. Have students publish their time line on large construction paper, on flash cards, or as a power point presentation. Encourage groups to present their work to the class.

## Extend the Lesson with these activities:

1. Challenge discovery groups to state how certain events that occurred in their timeline, contributed to shaping Hispanic culture and influence in the New World.
2. Encourage students to revisit [Latinos in History](#) and using the [biography skill sheet](#), write a biography about a Latino/Latina they found most interesting.
3. Individually, in pairs or the same discovery groups, have students click on the [Meet Famous Latinos](#) activity. Students will read the various biographies and then create interview questions to go along with the online biography.

Have students exchange questions with partners for feedback on relevance. Then have students conduct a mock interview in front of the class, with one student being the interviewer and one being the interviewee. Alternately, you can make this a group assignment and encourage students to conduct a mock talk show, and add audience questions to the interview.

4. Visit the Research Starter and investigate the [Spanish Missions of California](#).

## Cross Curricular Extensions

### Music (Grades 6–8)

Play music from various countries to show the diverse cultures within Hispanic heritage. As a group, create a multicultural songbook that incorporates the music of the various cultures, and include songs from a variety of countries.

### Art (Grades 6–8)

Students design and make a postage stamp or a small poster that honors Hispanic heritage. They can find different art styles from countries in Central and South America and incorporate them. They can also use pictures of famous Hispanic Americans, maps, or different symbols.

### Drama (Grades 6–8)

Students can choose to dramatize the life story of historical figures, rehearse the play, and then present it to the class.

### Language Arts (Grades 6–8)

Students read a book from one of the following authors as an example of autobiographical narrative: Family Pictures by Carmen Lomas Garza, The House on Mango Street by Sandra Cisneros, or White Bread Competition by Jo Ann Yolanda Hernandez. Then students may choose a story or episode from their lives to develop into an autobiographical narrative.

### Math (Grades 6–8)

Using Web sites such as the [U.S. Census Bureau](#) as well as offline research sources, students may do a report on the current Hispanic population in the United States. Students can determine which states in the United States have drawn the largest number of Hispanic immigrants, according to the most recent census figures



## Discussion starters:

(This is done after Pre-test)

Where is Latin America? What areas of the world does it include?

Where are the Spaniards from?

What is the "New World"?

Who discovered the "New World"?

List the different civilizations that were already in existence before the explorers arrived.

What happened to all of the civilizations and Native Americans after the explorers arrived?

What is a conquest?

Why were the Spanish called "conquistadors"?

Why were slaves shipped to the "New World"? What is a mestizo?

What is heritage?

What is your heritage?

What does your heritage mean to you?

Who is (Pam Munoz Ryan, David Diaz, etc.) in the Meet Famous Latinos activity?

What is this Latino/Latina famous for?

Where is this Latino/Latina from?

Why is heritage important to this person?

What is a biography?

What type of information does it contain?

What do these Latinos/Latinas have in common?

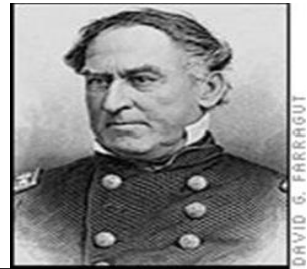
# Pre-test

Name\_\_\_\_\_ Grade\_\_\_\_\_Date\_\_\_\_\_

1. Where is Latin America?
2. What areas of the world does it include?
3. Where are the Spaniards from?
4. What is a conquest?
5. Why the Spanish were called "conquistadors"?
6. What is a mestizo?
7. What is heritage?
8. What is a biography?
9. What type of information does a biography contain

# Celebrating Hispanic Heritage

## Hispanic First



DAVID G. FARRAGUT



ROBERTO CLEMENTE



TONIR NOVELLO

### Overview:

As of April 1, 2010, the Hispanic population in the United States was 50.5 million, making people of Hispanic origin the nation's largest ethnic or race minority. Hispanics constituted 16.3 percent of the nation's total population. They have made significant contribution to the United States in varied areas and occupation. These lessons will allow student to discover and learn about these contributions.

### Objectives:

- Interpret and understand written and spoken Spanish on a variety of topics. Identify and describe traits that represent Hispanic cultures.
- Study and analyze the traditions and culture of Hispanic Americans.
- Read observations Hispanics make about their identity.
- Conduct research on issues of identity and heritage.
- Formulate interview questions based on reading materials.
- Use compiled information to ask questions that seek information not already discussed
- Understand and summarize the contributions of Hispanic Americans. Gather and synthesize information about Hispanic community members by using a variety of informational resources.
- Write a biography about an accomplished American that relates information on heritage and identity Apply reading comprehension skills, including: Identifying main idea reading for detail drawing conclusions

### BENCHMARK/COMMON CORE

**SS.6.W.1.6** Describe how history transmits culture and heritage and provides models of human character.

**SS.8.A.1.4** Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.

**RH.6-8.3** Identify key steps in a text's description of a process related to history/social studies.

**RH.6-8.4.** Determine the meaning of word and phrases as they are used in text, including vocabulary specific to domains related to history /social studies

**RH.6-8.7.** Integrate visual information (in charts, graphs, photographs videos or maps) with other information in print and digital texts).

### MATERIALS

Computer, Internet access, Handouts with websites below or write sites on white board

<http://teacher.scholastic.com/researchtools/researchstarters/missions/index.htm>

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

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

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

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

# Famous Firsts by Hispanic Americans

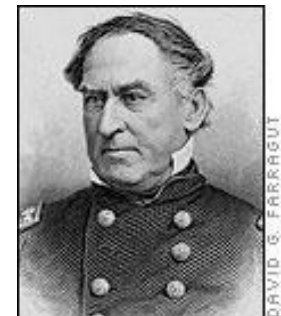
## The first Hispanic-American politicians, baseball players, and more

### Government

- **U.S. Representative:** [Romualdo Pacheco](#), a representative from California, was elected in 1876 by a one-vote margin. He served for four months before his opponent succeeded in contesting the results. In 1879 he was again elected to Congress, where he served for two terms.
- **U.S. Senator:** [Octaviano Larrazolo](#) was elected in 1928 to finish the term of New Mexico senator Andieus Jones, who had died in office. He served for six months before falling ill and stepping down; he died in 1930. The first Hispanic senator to serve an entire term (and then some) was [Dennis Chávez](#), of New Mexico, who served from 1935 through 1962.
- **Administrator of the Federal Aviation Agency:** General Elwood "Pete" Quesada helped create this agency to manage the growing aviation field and improve airline safety. He served in this position from 1958 to 1961. The agency became the [Federal Aviation Administration](#) in 1966.
- **U.S. Treasurer:** Romana Acosta Bañuelos, 1971–1974.
- **U.S. cabinet member:** Lauro F. Cavazos, 1988–1990, Secretary of Education.
- **U.S. Surgeon General:** [Antonia Coello Novello](#), 1990–1993. She was also the first woman ever to hold the position.
- **U.S. Secretary of Transportation:** Federico Peña, 1993.
- **U.S. Secretary of Housing and Urban Development:** [Henry Cisneros](#), 1993.
- **U.S. Attorney General:** [Alberto Gonzales](#), 2005.
- **Democrat to run for President:** [Bill Richardson](#), 2008. Though he eventually lost the nomination to [Barack Obama](#), Richardson made history by entering the race.
- **U.S. Supreme Court Justice:** Sonia Sotomayor, 2009. She was also the third woman to hold the position.



[Antonia Coello Novello](#)



[David G. Farragut](#)

### Military

- **Flying ace:** Col. Manuel J. Fernández, Jr., who flew 125 combat missions in the Korean War.
- **Medal of Honor recipient:** Philip Bazaar, a Chilean member of the U.S. Navy, for bravery during the Civil War. He received his Congressional Medal of Honor in 1865.
- **Admiral, U.S. Navy:** [David G. Farragut](#). In 1866, he became the first U.S. naval officer ever to be awarded the rank of admiral. The first Hispanic American to become a four-star admiral was Horacio Rivero of Puerto Rico, in 1964.
- **General, U.S. Army:** Richard E. Cavazos, 1976. In 1982, he became the army's first Hispanic four-star general.
- **Secretary of the Navy:** Edward Hidalgo, 1979.

## Science and Medicine

- **Astronaut:** [Franklin Chang-Díaz](#), 1986. He flew on a total of seven space-shuttle missions  
The first female Hispanic astronaut was [Ellen Ochoa](#), whose first of four shuttle missions was in 1991.
- **Nobel Prize in Physics:** [Luiz Walter Alvarez](#), 1968, for discoveries about subatomic particles. Later, he and his son proposed the now-accepted theory that the mass dinosaur extinction was caused by a meteor impact.
- **Nobel Prize in Physiology or Medicine:** [Severo Ochoa](#), 1959, for the synthesis of ribonucleic acid (RNA).



[Ellen Ochoa](#)

## Literature

- **Novel in English, written and published in U.S.:** María Amparo Ruiz de Burton, *Who Would Have Thought It?* (1872).  
She's better known for her 1885 second novel, *The Squatter and the Don*.
- **Pulitzer Prize for Fiction:** [Oscar Hijuelos](#), 1990, for his novel *The Mambo Kings Play Songs of Love*.
- **Pulitzer Prize for Drama:** Nilo Cruz, 2003, for his play *Anna in the Tropics*.

## Music

- **Opera diva:** [Lucrezia Bori](#), who debuted at the Metropolitan Opera in 1912.
- **Rock star:** Richie Valens, 1958.
- **Rock & Roll Hall of Fame inductee:** [Carlos Santana](#), 1998.

## Film

- **Oscar, Best Actor:** [José Ferrer](#), 1950, *Cyrano de Bergerac*.
- **Oscar, Best Supporting Actress:** [Rita Moreno](#), 1961, *West Side Story*.
- **Oscar, Best Supporting Actor:** [Anthony Quinn](#), 1952, *Viva Zapata!*
- **Hollywood director:** Raoul Walsh, 1914, *The Life of General Villa*
- **Matinee idol:** Ramón Navarro, 1923, *The Prisoner of Zenda*.
- **Leading lady:** [Dolores del Río](#), 1925, *Joanne*.



[Rita Moreno](#)

## Drama

- **Tony, Best Director:** [José Quintero](#), 1973.
- **Tony, Best Supporting Actress:** [Rita Moreno](#), 1975, *The Ritz*. In 1977, Moreno became the first Hispanic American (and the second person ever) to have won an Oscar, a Grammy, a Tony, and an Emmy, picking up the last of those for her performance as guest host on *The Muppet Show*.

## Television

- **Star of a network television show:** [Desi Arnaz](#), 1952, *I Love Lucy*.missions
- **Broadcaster of the Year:** [Geraldo Rivera](#), 1971.



[Desi Arnaz](#)

## Baseball

- **Major league player:** Esteban Bellán, 1871, Troy Haymakers.
- **World Series player:** Adolfo “Dolf” Luque, 1919, relief pitcher for the Cincinnati Reds, against the infamous “Black Sox.” (He later pitched for the New York Giants in the 1933 Series and was credited with the win in the final game.)
- **All-Star Game player:** Alfonso “Chico” Carrasquel, 1951, starting shortstop for the American League.
- **Rookie of the Year:** [Luis Aparicio](#), 1956, shortstop, Chicago White Sox
- **No-hitter:** [Juan Marichal](#), June 15, 1963, for the San Francisco Giants, against the Houston Colt .45s.
- **Hall of Fame inductee:** [Roberto Clemente](#), 1973. He was also the first Hispanic player to serve on the Players Association Board and to reach 3,000 hits.
- **Team owner:** Arturo “Arte” Moreno bought the Anaheim Angels in 2003, becoming the first Hispanic owner of any major U.S. sports franchise. In 2005, he renamed it the Los Angeles Angels of Anaheim.



[Roberto Clemente](#)

## Football

- **NFL player:** Ignacio “Lou” Molinet, 1927.
- **NFL draft pick:** Joe Aguirre, 1941
- **Starting NFL quarterback:** Tom Flores, 1960.
- **#1 NFL draft pick:** [Jim Plunkett](#), 1971.
- **Football Hall of Fame inductee:** Tom Fears, 1970. He also became the first Hispanic American head coach in 1967.

## Other Sports

- **Grand Slam championship winner:** Richard “Pancho” González, 1948.
- **LPGA Hall of Fame inductee:** [Nancy López](#), 1987. In 1978, she became the first player to have won the the Rookie of the Year Award, Player of the Year Award, and Vare Trophy in the same season.
- **Heavyweight boxing champ:** [John Ruiz](#), 2001, defeating Evander Holyfield.
- **NHL 1st-round draft pick:** Scott Gomez, 1998.

## Other Hispanic-American Firsts

- **Supermodel:** [Christy Turlington](#).
- **Labor leader:** Juan Gómez, 1883. The first female Hispanic labor leader of note was Lucy González Parsons, 1886.
- **Entertainer on the cover of TIME magazine:** [Joan Baez](#), 1962.

# Celebrating Hispanic Heritage

September 15- October 15

## ESSENTIAL QUESTION:

### How important is family and community in Hispanic Culture?

#### Overview:

Traditionally, the Hispanic family is a close-knit group and the most important social unit. The term *“familia”* usually goes beyond the nuclear family. The Hispanic “family unit” includes not only parents and children but also extended family. In most Hispanic families, the father is the head of the family, and the mother is responsible for the home. Family ties are very strong. Spanish language within the family is a common practice in most Hispanic homes. Family is the most important value that unifies the Latino community!

Family is the nucleus of Hispanic life. Hispanics show a strong identification with their nuclear and extended family members. The concept of family can extend to a network of friends, neighbors, and organizations that all make up the community of which one is a part. This network is a means of support when addressing a variety of problems or crises that may occur. In general, the concept of family, or “familism”, helps the family survive the difficulties that occur throughout life.

These lessons will allow student to discover and learn about the importance of family and community in Hispanic culture.

#### Objectives

- Analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry
- Describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures
- Apply knowledge of language structure, language conventions, and genre to create, critique, and discuss print and nonprint texts.
- Interpret artworks that tells a story about the experiences of Latinos
- Use descriptive writing to convey a personal viewpoint about artworks



#### BENCHMARK/COMMON CORE

**SS.8.A.1.6** Compare interpretations of key events and issues throughout American History.

**SS.912.A.1.2** Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

**RH.6-8.1** Cite textual evidence to support analysis of primary and secondary sources

**RH.6 - 8.2** Determine the central ideas of information in primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**RH. 9 -10.10** Compare contrast treatments of the same topic in several primary and secondary sources

#### MATERIALS

Computer, Internet access, Handouts; Copies of the following images for students or display them on a computer screen:

Carmen Lomas Garza, *Camas para Sueños (Beds for Dreams)*, 1985, gouache on paper, 58.4 x 44.5 cm (23 x 17 ½ in.). Smithsonian American Art Museum. Museum purchase in part through the Smithsonian Collections Acquisition Program

Jesse Treviño, *Mis Hermanos (My Brothers)*, 1976, acrylic on canvas, 121.2 x 175.6 cm (48 1/2 x 70 ½ in.). Smithsonian American Art Museum. Gift of Lionel Sosa, Ernest Bromley, Adolfo Aguilar of Sosa, Bromley, Aguilar and Associates, San Antonio

Copies of the following for individual students or for group work, as you prefer.

Handout: *Analyzing pictures Artists Statements Artists work*

## Lesson Plan- Grades 6-12

### Analyzing Primary Sources

#### Topic: Family Stories

##### Key Concepts

Family, community

##### Background Information for the Teacher

Also refer to the handout *Artist Statements*

##### Making a New Life in the United States

According to the most recent U.S. Census, more than 37 million Americans are Latino. Although Latinos or their forebears come from almost every country in Central and South America, the largest groups of people of Latin American heritage living in the United States today can trace their ancestral roots back to Mexico, Puerto Rico, or Cuba. Latinos from the Dominican Republic and Central and South America began arriving in the United States in significant numbers in the late 1970s and 1980s. Political unrest and economic crises drove Dominicans and Colombians to the United States, while civil wars precipitated the emigration of Nicaraguans and Salvadorans. The stream of immigrants from the Dominican Republic and Central and South America continues to this day, with most of these Latinos settling in communities established by Mexican Americans, Puerto Ricans, and Cuban Americans.

##### Mexican Americans

Mexican Americans make up the largest Latino group in the United States today (more than 67 percent of Latinos are Mexican American, according to the U.S. Census). Mexicans became American citizens in large numbers with the signing of the Treaty of Guadalupe Hidalgo in 1848. The Mexican Revolution of 1910 sent Mexicans fleeing to the United States. Many of these immigrants worked as agricultural laborers in the rural Southwest and California and as miners, loggers, cowboys, and construction workers on railroads. During and after World War II, some Mexican Americans moved northward, primarily to urban areas of the Midwest, Maryland, and Pennsylvania, where they found jobs in steel factories, meat-packing and automobile manufacturing plants, utility companies, construction, and other industries. They also labored on farms or worked on railroads and in the mines of the Midwest. Mexicans were also lured to California the promise of good jobs in manufacturing, agriculture, and on the railroads.

Throughout history, the immigration policy of the United States has been one of fluctuation, from halting Mexican immigration during the Great Depression to recruiting Mexican workers American employers faced with shortages of labor during World II. In 1942, Mexico and the U.S. established the Bracero Program, which allowed employers to recruit temporary Mexican workers, known as *braceros*, until the program was dissolved in 1964. After World War II, undocumented workers began crossing illegally into the U.S. Between 1947 and 1955, more than million of these workers were detained and sent back to Mexico. In 1968, a ceiling was placed on immigration in the Hemisphere, limiting the number of Mexicans who have been allowed to immigrate to the United States. Most Mexican immigrants settle in the large Mexican American communities in California, Texas, New Mexico, Illinois, Arizona, and Colorado.



## Directions

### Step I

Tell students that they will be studying the work of two very different Mexican American artists whose stated intention is to express something about Latino experience in their artworks. Students will be *interpreting* the paintings (primary source) to reveal the stories they tell.

Divide the class into groups that will work on the handout *Analyzing Primary sources (the Painting.)* Assign one of the paintings to each group.

### Step II

Reassemble the class to review their answers. Reveal the actual titles of the paintings, comparing the titles the students created. Then have students read the *Artist Statements* handout. (You can also watch short video clips of Carmen Lomas Garza discussing her artworks at: [http://americanart.si.edu/education/corazon/artistas\\_01.cfm](http://americanart.si.edu/education/corazon/artistas_01.cfm).)

Have a discussion that addresses the following:

- Does the information from the artists change the students' interpretations of the paintings?
- Does anything in the paintings or the artists' statements relate to the students' own experiences?
- Do the students think that family is especially important in the Latino community, or is family a universal value?

### Step III

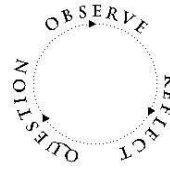
On the Internet, find more images of families of various cultures and historical periods at the Smithsonian Photography Initiative, <http://photography.si.edu>. This rich collection includes photos ranging from snapshots of everyday people to portraits of presidential families. Preselect images for discussion or have students select images they like.

### Evaluation:

Have students write a paragraph or short essay about families, comparing and contrasting the photographs, or comparing and contrasting the photos with the paintings in this lesson.

This lesson has been adapted from *Latino Art & Culture*, a bilingual study guide produced by the education department of the Smithsonian American Art Museum [http://americanart.si.edu/education/pdf/new\\_life\\_in\\_america.pdf](http://americanart.si.edu/education/pdf/new_life_in_america.pdf).

# TEACHER'S GUIDE ANALYZING PRIMARY SOURCES



Guide students with the sample questions as they respond to the primary source. **Encourage them to go back and forth between the columns; there is no correct order.**

## OBSERVE

**Have students identify and note details.**

Sample Questions:

What do you notice first? · Find something small but interesting. · What do you notice that you didn't expect? · What do you notice that you can't explain? · What do you notice now that you didn't earlier?

## REFLECT

**Encourage students to generate and test hypotheses about the source.**

Where do you think this came from? · Why do you think somebody made this? · What do you think was happening when this was made? · Who do you think was the audience for this item? · What tool was used to create this? · Why do you think this item is important? · If someone made this today, what would be different? · What can you learn from examining this?

## QUESTION

**Have students ask questions to lead to more observations and reflections.**

What do you wonder about...  
who? · what? · when? · where? · why? · how?

## FURTHER INVESTIGATION

**Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.**

Sample Question: What more do you want to know, and how can you find out?

**A few follow-up activity ideas:**

**Beginning**

*Have students compare two related primary source items.*

**Intermediate**

*Have students expand or alter textbook explanations of history based on primary sources they study.*

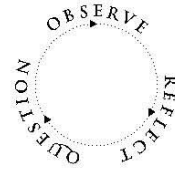
**Advanced**

*Ask students to consider how a series of primary sources support or challenge information and understanding on a particular topic. Have students refine or revise conclusions based on their study of each subsequent primary source.*

*For more tips on using primary sources, go to*

**<http://www.loc.gov/teachers>**

# TEACHER'S GUIDE ANALYZING PHOTOGRAPHS & PRINTS



Guide students with the sample questions as they respond to the primary source. **Encourage them to go back and forth between the columns; there is no correct order.**

## OBSERVE

**Have students identify and note details.**

Sample Questions:

- Describe what you see. · What do you notice first?
- What people and objects are shown? · How are they arranged? · What is the physical setting?
- What, if any, words do you see? · What other details can you see?

## REFLECT

**Encourage students to generate and test hypotheses about the image.**

- Why do you think this image was made? · What's happening in the image? · When do you think it was made? · Who do you think was the audience for this image? · What tools were used to create this?
- What can you learn from examining this image? · What's missing from this image? · If someone made this today, what would be different? · What would be the same?

## QUESTION

**Have students ask questions to lead to more observations and reflections.**

- What do you wonder about...
- who? · what? · when? · where? · why? · how?

---

## FURTHER INVESTIGATION

---

**Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.**

Sample Question: What more do you want to know, and how can you find out?

---

**A few follow-up activity ideas:**

*Beginning*  
Write a caption for the image.

*Intermediate*  
Select an image. Predict what will happen one minute after the scene shown in the image. One hour after? Explain the reasoning behind your predictions.

*Advanced*  
Have students expand or alter textbook or other printed explanations of history based on images they study.

*For more tips on using primary sources, go to*

<http://www.loc.gov/teachers>



CARMEN  
LÓPEZ  
2010











# Celebrating Hispanic Heritage

September 15- October 15



## ESSENTIAL QUESTION:

Are Ancient Hispanic (Mayan and Aztecs) civilizations impacting lives today?

## Overview:

The Mayan, Aztec and Incan civilizations are some of the oldest civilizations in America (North America and South America). Many of the technologies and ideas they came up with are used today in one way or another.

## Objectives

- Describe the Mayan, Aztec, civilizations: location, agriculture, housing, and trade networks. achievements (e.g., mathematics, astronomy, architecture, government, social structure, arts and crafts)
- Explain how these cultures adapted to and altered their environment.
- Gather relevant information from multiple sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- Use technology including the internet, to produce and publish writing /product and to interact and collaborate with others

## BENCHMARKS/Common Core

**SS.6.W.1.6** Describe how history transmits culture and heritage and provides models of human character.

**SS.912.G.2.1** Identify the physical characteristics and the human characteristics that define and differentiate regions.

**RH.6-8.7.** Integrate visual information (e.g., in charts graphs, photographs videos or maps) with other information in print and digital texts.

**RH.9-10.7.** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text

**RH.11-12.2.** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas

## MATERIALS

Computer, Internet access, Handouts;

A computer with internet access as well as MS PowerPoint and MS Word.

1. Craft supplies to make a poster (poster board, crayons, markers, glue, scissors, etc.)
2. Encyclopedias (which can be borrowed from the library)
3. Books on the Aztec and Mayan cultures (which can be borrowed from the library)

# Lesson Plan

## Early Hispanic Civilizations: Mayan, Aztec

### Grade level 6-12

(This can be done over 3-4 class periods or given as a collaborative class project).

#### Overview

Instruction is designed to be differentiated to fit the needs of various students' learning styles. Hence why students are asked to watch videos, create (hands-on) and watch presentations and use graphic organizers.

#### Recommendations

Introduce the key vocabulary to the students when you initially introduce the lesson before they begin working on their WebQuests.

Some strategies that you can use include:

- Picture definition sheets, that students fill out individually or with a partner
- Class discussion, in which students share with one another what they already know about the word
- Show students pictures that represent the vocabulary word and discuss the pictures as a class
- It is also recommended that when you go over the vocabulary with the students, you write it on the board or overhead for them to have a visual of the word

#### Introduction

What is so interesting about the Mayan, Aztec civilizations? You are a Historian and an expert on Ancient Civilizations. You've been asked to make a presentation to a group of filmmakers who are planning on making a movie about the Mayan, Aztec and cultures. They need your expertise to help them understand the difference between the cultures so they can accurately portray them in their film.

#### Task

You will work with a group to research each of the different cultures and then create a presentation to share with the class. You will work in groups to:

1. Research the location, agriculture, housing, trade networks, achievements and environment of the Mayan, Aztec cultures.

2. Create a poster, PowerPoint presentation or individual essay about each culture.
3. Make a presentation to the rest of the class about the information you learned.

**Key Vocabulary:** Mayan/ Maya, Aztec Mesoamerican

The Mayan and Aztec civilizations are among some of the oldest civilizations in America (North America and South America). Many of the technologies and ideas they came up with are used today in one way or another. You are going to have the opportunity to research each of these civilizations with your group and then share what you learned with the class.

## Process

**Please follow the steps below to complete this WebQuest.**

1. To begin with, please fill out the "K" and "W" sections of the K-W-L chart below. Include all of the information you know already about each of the ancient civilizations you're learning about (Mayans, Aztecs and Incas) and anything you want to learn about them.
2. Once you have filled out the K-W-L chart on your own, you will be grouped with 2-3 of your classmates for the research and creation part of the WebQuest.
3. Share your K-W-L charts with your team members and add or change any new information you find out from your classmates.
4. After everyone's K-W-L charts have been updated, you will begin your research.
5. Use the comparison chart below to keep track of the information you discover about each culture.
6. With your team members, watch the videos below (Brainpop video) and make notes of any new information you learn from the videos using the K-W-L chart or the comparison chart.

After watching these videos, you will begin your research with your team members using these links:

[www.indians.org/welker/maya.htm](http://www.indians.org/welker/maya.htm)  
[www.ibrary.thinkquest.org](http://www.ibrary.thinkquest.org)  
[www.webexhibits.org/calendars/calendar-mayan.html](http://www.webexhibits.org/calendars/calendar-mayan.html)  
[www.mayankids.com/](http://www.mayankids.com/)  
<http://worldhistory.pppst.com/aztecs.html> ;  
classroom encyclopedias and books (from the library).

As you discover new information, include it in your comparison chart. Be sure to look for information for each category in your comparison chart.

7. When your comparison chart is completely filled in, you may begin your final project.
8. With your group, determine if you are going to create a poster with the information

you learned or a PowerPoint presentation. If anyone in your group would prefer

to write an essay individually, they may do so. If you choose to write an essay individually, you will be graded on your individual essay rather than the final project of your group. Whoever is involved in the presentation will be graded on the outcome of that instead of the essay.

9. Begin working on your poster, PowerPoint or essay. Be sure to include all of the information from your comparison chart in your poster, PowerPoint presentation or essay.
10. Make your presentation to the class as a group using your poster or PowerPoint slideshow or share your essay with the class, individually.
11. After all of your classmates have made their presentations, complete the "L" section of your K-W-L chart.

## **Evaluation:**

Answer the following questions in your journal and hand it in with your comparison chart and KW-L chart:

Can you tell the difference between the Mayan and Aztec calendars? What are the similarities and differences between the different cultures? What did they invent that we still use today?

# KWL Chart

Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>What We Know</b>	<b>What We Want To Find Out</b>	<b>What We Learned</b>



Name: \_\_\_\_\_

Topic: \_\_\_\_\_

	Attribute 1	Attribute 2	Attribute 3	Attribute 4	Attribute 5
Item 1					
Item 2					
Item 3					
Item 4					

Contributed by





# Hispanic Heritage Month Activities





## **Collaborative/Individual Reinforcing Activities**

### ***Teacher Displays finished products to celebrate Hispanic Heritage Month***

#### **U.S. Geography**

Many U.S. place names are derived from the Spanish language.

1. Place large map of U.S on white board or a section in class room
2. Invite students to locate, tag on a U.S. map, and translate the following states and cities:

**States** -- *Arizona, Colorado, Florida, and Montana.*

**Cities** -- *El Paso, Texas; Los Angeles, California; Pueblo, Colorado; San Antonio, Texas; San Diego, California; San Francisco, California; San Jose, California; and Santa Fe, New Mexico.*

3. Challenge students to find additional U.S. place names of Spanish origin.



# Hispanic American Ancestors Origin

## Graphing

Invite students to use the following information from the U.S. Bureau of the Census to create a bar graph, a picture graph, or a circle graph showing the country of origin of U.S. Hispanics. The information below shows how many of every 100 Hispanic Americans list each of seven different countries as the nation from which their ancestors came.

Students should also calculate the percentage before completing graph.

Mexico	67 out of 100
Puerto Rico	9 out of 100
Cuba	4 out of 100
Nations in Central & South America	14 out of 100
Other Hispanic Nations	6 out of 100



## Art

Invite students to design a postage stamp that could be part of a Hispanic Heritage stamp series. The stamp might show a famous Hispanic American or some aspect of Hispanic-American History or culture.





## Study Skills

Use the [Hispanic Americans in History worksheet](#) with this activity.

Invite students to use classroom, library, and Internet resources to match each famous Hispanic American listed on the worksheet with the brief description (in the second column) that tells what that person is noted for.

Students work cooperatively to complete this activity.



## 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. <b>Joan Baez</b>                | a. One of the world's best female golfers               |
| ___ 2. <b>Antonia Coello Novello</b>   | b. Soccer player  |
| ___ 3. <b>Henry Cisneros</b>           | c. Mexican-American mayor of San Antonio, Texas         |
| ___ 4. <b>Katherine Davalos Ortega</b> | d. Folk singer  |
| ___ 5. <b>Gloria Estefan</b>           | e. Singer from Miami                                    |
| ___ 6. <b>Nancy Lopez</b>              | f. Hispanic Treasurer of the United States              |
| ___ 7. <b>Geraldo Rivera</b>           | g. Opera singer   |
| ___ 8. <b>José Canseco</b>             | h. First Hispanic and first female U.S. Surgeon General |
| ___ 9. <b>José Carreras</b>            | i. Baseball player with the Oakland A's                 |
| ___ 10. <b>Pele</b>                    | j. Talk show host                                       |

## **Answer Key**

Hispanic Americans of the Past Answer Key: 1. i, 2. e, 3. a, 4. j, 5. h, 6. b, 7. g, 8. d, 9. c, 10. f.

Hispanic Americans of Today Answer Key: 1. d, 2. h, 3. c, 4. f, 5. e, 6. a, 7. j, 8. i, 9. g, 10. b.

# *Hispanic Heritage Month Suggested Reading List*

## Middle School (6–8)

César Chávez : Crusader for Social Change Brenda

Haugen When I was a Boy Neruda Called Me

Policarpo Poli Délano

Cool Salsa: Bilingual Poems on Growing Up Latino in the United States Lori Carlson,

Editor Crossing the Wire Will Hobbs

Breaking Through Francisco Jiménez

Under the Same Sky Cynthia DeFelico

Struggling to Become an American Robin Santos

Doak The Color of My Words Lynn Joseph

Wachale! Poetry and Prose about Growing Up Latino in America Ilan Stavans, Editor

Extraordinary Hispanic Americans Susan Sinnott

Baseball in April and Other Stories Gary

Soto Call Me Maria: a Novel Judith Ortiz

Cofer

Hispanic, Female and Young: An Anthology Edited by Phyllis Tashlik

My Daughter, My Son, the Eagle, the Dove: An Aztec Chant Ana

Castillo Cuba 15 Nancy Osa

Becoming Naomi León Pam Muñoz Ryan

The Tree is Older than You Are Edited by Naomi Shihab

Nye Facts of Life Gary Soto

Flight to Freedom Ana Veciana–

Suarez Among the Volcanoes Omar

S. Castañeda

The Smell of Old Lady Perfume Claudia Guadalupe Martínez

Delores Huerta: Labor Leader and Civil Rights Activist Robin

S. Doak Esperanza Rising Pam Munoz Ryan  
The Circuit: Stories From the Life of a Migrant Child Francisco Jimenez  
Journey of Dreams Marge Pellegrino  
Tropical secrets : Holocaust refugees in Cuba Margarita  
Engle The Dreamer Pam Munoz Ryan  
The Firefly Letters Margarita Engle  
César Chávez: A Photographic Essay Ilan Stavans  
High School (9–12)  
Journey of the Sparrows Fran Leeper  
Buss Jesse Gary Soto  
Yo! Julia Alvarez  
El Bronx Remembered Nicholasa Mohr  
Famous Hispanic Americans Wendy Dunn, Janet Nomura Morey, and Carlos E.  
Cortes Laughing Out Loud, I Fly: Poems in English and Spanish Juan Felipe Herrera  
How the Garcia Girls Lost their Accents Julia  
Alvarez Bless Me, Ultima Rudolfo Anaya  
When I Was Puerto Rican Esmeralda  
Santiago Red Hot Salsa: Bilingual Poems on  
Being Young and Latino in the United  
States Lori Marie Carlson  
The Shadow of the Wind: A Novel Carlos Ruiz Zafón translated by Lucia  
Graves One Hundred Years of Solitude Gabriel García Márquez  
American Chica Maria Arana  
Taking Sides Gary Soto  
Before We Were Free Julia Alvarez  
Riding Low on the Streets of Gold: Latino Literature for Young Adults edited, with an introduction  
Judith Ortiz Cofer  
Growing Up Inside the Sanctuary of My Imagination Nicholasa Mohr



Curse of the Chupa Cabra Rudolfo Anaya

Accidental Love Gary Soto

The Importance of a Piece of Paper: Stories Jimmy Santiago

Baca Crazy Loco David Talbot Rice

Reaching Out Francisco Jiménez

Voices in First Person: Reflections on Latino Identity edited by Lori Marie

Carlson I, Juan De Pareja Elizabeth Borton de Trevino

The Emerald Lizard: Fifteen Latin American Tales to Tell Pleasant

DeSpain Kids Like Me Judith M. Blohm, Terri Lapinsky Powells

Hispanic Surnames and Family History Lyman DePlatt

The Hispanic America, Texas and the Mexican War, 1835 - 1850 Christopher

Collier