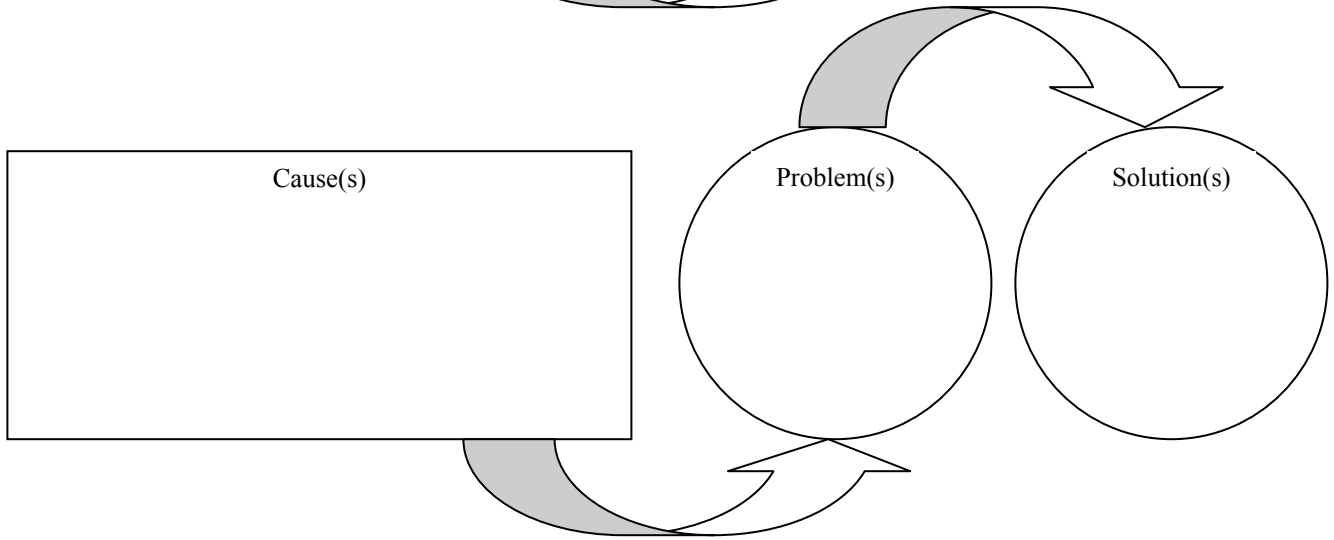
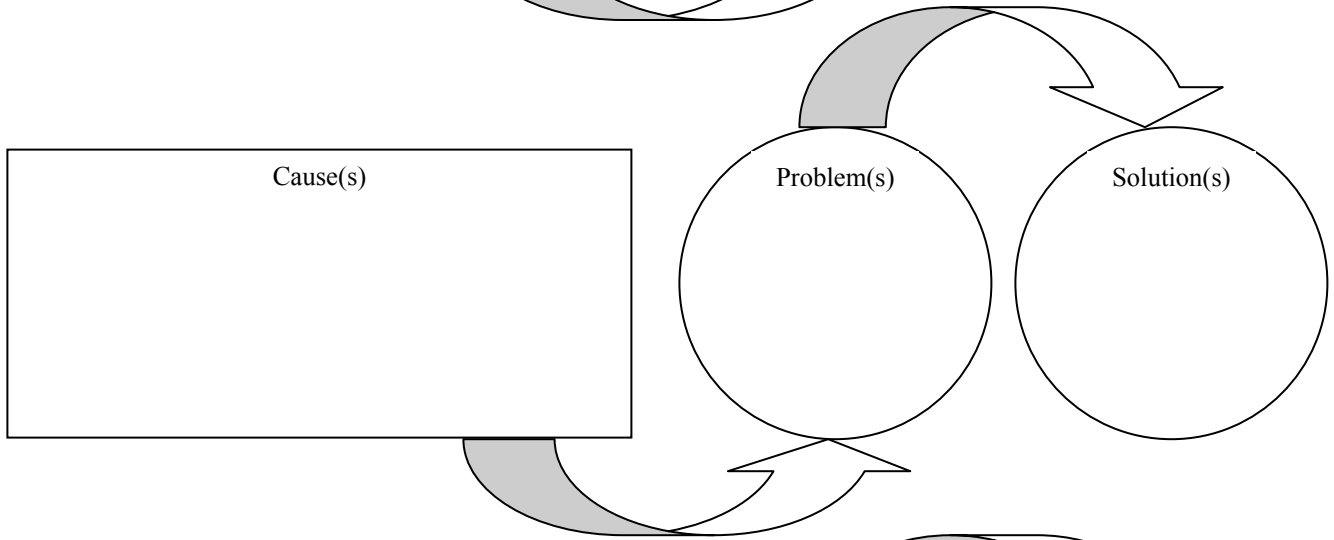
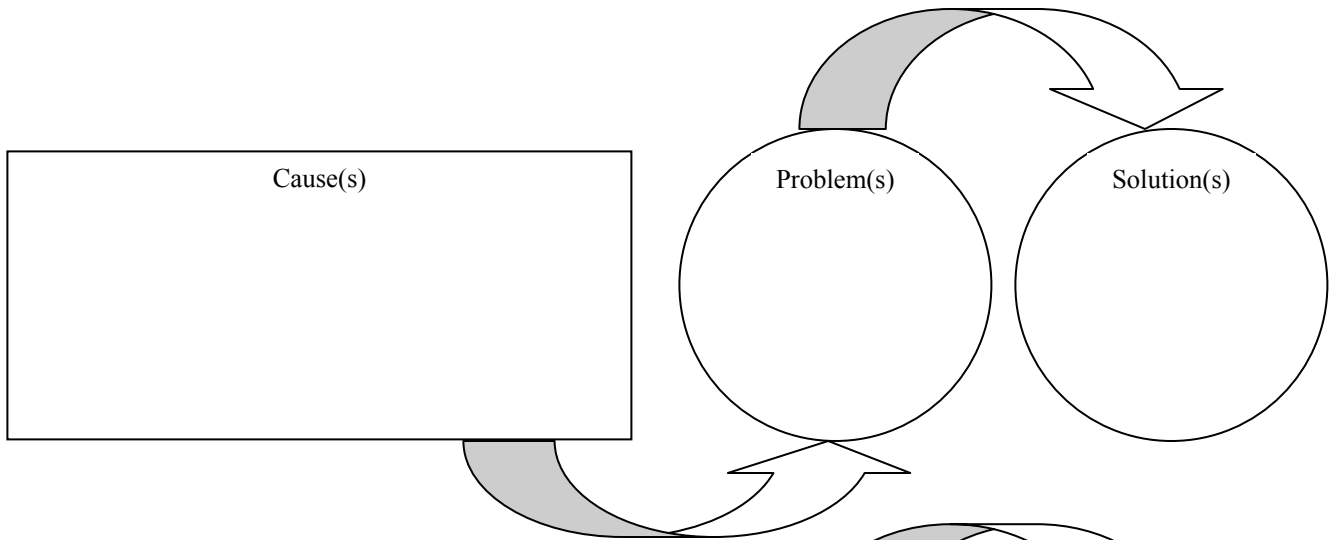


What are some of the problems facing Hispanic Americans today? Fill in the problem-solution spirals below by 1) providing the causes (historical background) of each problem, 2) explaining the problem, and 3) providing a solution or solutions to each problem.



ACTIVITY SIX: HISPANIC AMERICANS

TEACHER DEBRIEFING SHEET

DISCUSSION QUESTIONS:

1. What are some of the reasons why people from Latin America have moved to the United States throughout history?
2. How are the experiences of various Hispanic American groups (Cuban Americans, Puerto Ricans, Mexican Americans, Central Americans, etc.) similar to or different from one another?
3. Describe the major political, social, and economic obstacles Hispanic Americans have faced in the past. How are those obstacles similar to or different from the obstacles Hispanic Americans face today?
4. Describe some of the strategies used by Hispanic Americans to gain civil rights. How effective were these strategies?
5. Why is bilingual education such a controversial issue? What is your group's opinion about bilingual education?
6. To what extent has the Hispanic American Civil Rights Movement made the United States a more equal and just society?

TASK:

Write and perform a song or rap that explains the historical background of what your group believes are the top three problems facing Hispanic Americans today. In your song or rap, provide solutions to those problems.

TASK EVALUATION CRITERIA:

- Song or rap explains the historical background of what your group believes are the top three problems facing Hispanic Americans today; song or rap provides solutions to those problems.
- Song or rap, as performed, makes use of three or more of the following: rhyme, alliteration, assonance, 3-dimensional props, illustrations, repetition.
- Song or rap makes reference to specific people, places, events, legislation, court cases, and statistics.
- Song or rap includes multiple perspectives.
- Song or rap addresses the extent to which the Hispanic American Civil Rights Movement has made the United States a more equal and just society.

EXTENSION QUESTIONS:

1. To what extent are Hispanic Americans a unified group?
2. Compare and contrast the history of Mexican Americans with that of other Hispanic Americans.
3. Explain whether you think it is more critical for minority groups fighting for their rights to focus on social, economic, or political rights.
4. Compare and contrast the goals and methods of the Hispanic American and African American civil rights movements.
5. Explain the arguments on both sides of the bilingual education debate. Which side do you agree with and why?
6. Which of the statistics given in your Resource Cards did you find most surprising? Why?
7. What are the pros and cons of assimilation?
8. How does the history of Hispanic Americans explain the political, economic, and social issues Hispanic Americans face today?
9. What role does education play in the struggle for civil rights?
10. How are the three problems you presented connected to one another?

ACTIVITY SIX: HISPANIC AMERICANS

ACTIVITY CARD

Hispanic Americans are Americans of Spanish-speaking descent. Hispanic Americans are also called Latinos, because most are of Latin American origin. Many Hispanic Americans are the descendants of Mexican people who lived in the Southwest when it became part of the United States. Almost all other Hispanic Americans or their ancestors migrated to the United States from Latin America. The three largest Hispanic groups in the United States are Mexican Americans, Puerto Ricans, and Cuban Americans. As a group, Hispanic Americans represent a mixture of several ethnic and racial backgrounds, including European, American Indian, and African.

In post-World War II America, Hispanic Americans faced discrimination. Some worked as farm laborers and at times were cruelly exploited while harvesting crops; others gravitated to the cities, where, like earlier immigrant groups, they encountered serious difficulties in their quest for a better life.

Today, more than 35 million people of Hispanic descent live in the United States. They make up the largest minority group in the country. Hispanic Americans are also the fastest-growing U.S. minority, as a result of a high birth rate and continuing immigration. Most Hispanic Americans speak English but continue to use Spanish as well. As Spanish-speakers, they form the largest language minority in the United States. In addition to their language, Hispanic Americans have preserved many other traditions of their homelands. The foods, music, clothing styles, and architecture of these countries have greatly influenced U.S. culture.

Like other minorities, Hispanic Americans have suffered from discrimination in jobs, housing, and education. Some Hispanic Americans are also hampered by not having skills that are important for competing in U.S. society. For example, many new Hispanic immigrants cannot speak or understand English. Discrimination and the lack of such skills have contributed to a high rate of unemployment – and, consequently, a high rate of poverty -- among Hispanic Americans. Although millions of Hispanic Americans have overcome these obstacles, many others remain in poverty.

Directions: Read the Resource Cards and analyze the visuals. Discuss the following questions with your group:

1. What are some of the reasons why people from Latin America have moved to the United States throughout history?
2. How are the experiences of various Hispanic American groups (Cuban Americans, Puerto Ricans, Mexican Americans, Central Americans, etc.) similar to or different from one another?
3. Describe the major political, social, and economic obstacles Hispanic Americans have faced in the past. How are those obstacles similar to or different from the obstacles Hispanic Americans face today?
4. Describe some of the strategies used by Hispanic Americans to gain civil rights. How effective were these strategies?
5. Why is bilingual education such a controversial issue? What is your group's opinion about bilingual education?
6. To what extent has the Hispanic American Civil Rights Movement made the United States a more equal and just society?

Task: Write and perform a song or rap that explains the historical background of what your group believes are the top three problems facing Hispanic Americans today. In your song or rap, provide solutions to those problems.

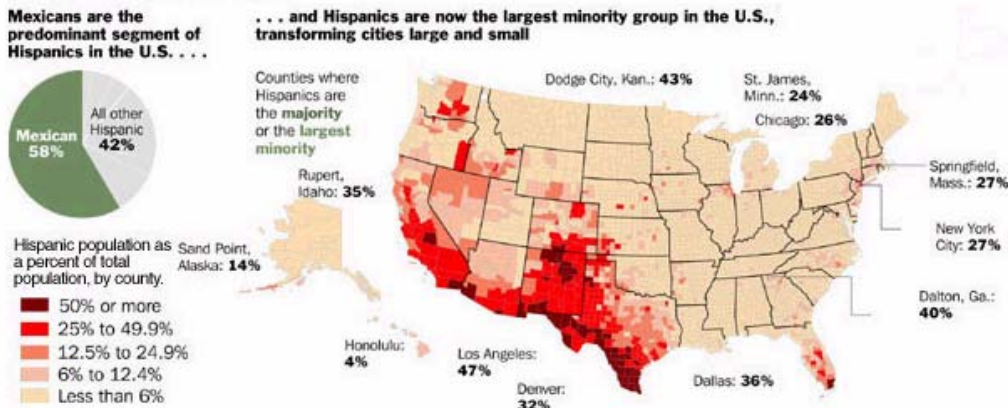
TASK EVALUATION CRITERIA

- **Song or rap explains the historical background of what your group believes are the top three problems facing Hispanic Americans today; song or rap provides solutions to those problems.**
- **Song or rap, as performed, makes use of three or more of the following: rhyme, alliteration, assonance, 3-dimensional props, illustrations, repetition.**
- **Song or rap makes reference to specific people, places, events, legislation, court cases, and statistics.**
- **Song or rap includes multiple perspectives.**
- **Song or rap addresses the extent to which the Hispanic American Civil Rights Movement has made the United States a more equal and just society.**

ACTIVITY SIX: HISPANIC AMERICANS

RESOURCE CARD 1 OF 7 Who Are Hispanic Americans?

Hispanic Americans have always been a large and diverse group. The country's Hispanic population includes people from several different areas: Mexico, Puerto Rico, Cuba, the Dominican Republic, other Caribbean islands, Central America, and South America. Because these groups all trace their roots back to Spanish-speaking countries of Latin America, people often group them together. However, each Hispanic group has its own history, its own pattern of settlement in the United States, and its own set of economic, social, cultural, and political concerns. During the 1960s, the Hispanic presence in the United States greatly increased. In the span of a decade, the Hispanic population grew from 3 million to more than 9 million.



During this time, the number of Mexicans settling in the United States rose. Mexican Americans, who have always made up the largest Hispanic group in the United States, once lived mostly in the Southwest and California. Some were the descendants of the nearly 100,000 Mexicans who

had lived in territories ceded by Mexico to the United States after the war with Mexico in 1848. Others were the children and grandchildren of the million or so Mexicans who settled in the United States following Mexico's 1910 revolution. Still others came more recently into the United States as *braceros*, or temporary laborers, during the 1940s and 1950s.

About a million Puerto Ricans have lived in the United States since the 1960s. Most have settled in the Northeast, with about 600,000 in New York City alone. Lacking the needed skills and education, many Puerto Ricans had trouble finding work and getting ahead.

Hundreds of thousands of Cubans fled to the United States after the revolutionary leader Fidel Castro overthrew Cuba's dictator, Fulgencio Batista, in 1959. Most settled in or near Miami, turning that Florida city into a boom town. Large Cuban communities also formed in New York City and New Jersey. Many Cubans who fled to the United States were academics and professionals escaping Castro's communist rule.

In addition, tens of thousands of Salvadorans, Guatemalans, Nicaraguans, and Colombians immigrated to the United States after the 1960s to escape civil war and chronic poverty.

Wherever they settled, during the 1960s many Hispanic Americans encountered ethnic prejudice and discrimination in jobs and housing. Most lived in segregated *barrios*, or neighborhoods. The jobless rate among Hispanic Americans was nearly 50 percent higher than that of whites, as was the percentage of families living in poverty. The majority of Hispanic Americans found jobs only on the lowest rungs of the occupational ladder. "We are first in janitors," said Senator Joseph Montoya of New Mexico, but "last in equal opportunity."

U.S. Hispanic Population Country or Place of Origin



ACTIVITY SIX: HISPANIC AMERICANS

RESOURCE CARD 2 OF 7 Selected Events in the History of Latin America

Mexico

In 1848, at the conclusion of the 1846-1848 U.S.-Mexican War, the two countries signed the Treaty of Guadalupe-Hidalgo. The treaty called for Mexico to give up almost half of its territory, which included modern-day California, Arizona, New Mexico, Texas, and parts of Colorado, Nevada, and Utah. In return, the U.S. paid \$15 million in compensation for war-related damage to Mexican land. At the time of the treaty, approximately 80,000 Mexicans lived in the ceded territory, which comprised only about 4 percent of Mexico's population. Only a few people chose to remain Mexican citizens compared to the many who became United States citizens.

In 1910, the Mexican Revolution began. The choices were simple for Mexicans who opposed the fighting: hide away or leave the country. Many Mexicans chose to head north, immigrating to the United States. More than 890,000 legal Mexican immigrants came to the United States for refuge between 1910 and 1920.

Cuba

Fidel Castro and his followers organized a guerrilla campaign that eventually toppled Cuba's Batista regime on January 1, 1959. Widely hailed as a liberator, Castro proved to be a charismatic, though sometimes ruthless, leader. He proceeded to collectivize agriculture and to expropriate native and foreign industry. He instituted sweeping reforms in favor of the poor, disenfranchising the propertied classes, many of whom fled.

In 1980, Castro opened the port of Mariél and encouraged dissidents to leave. Tens of thousands of Cubans left for the U.S. mainland on makeshift rafts and boats; most were granted political asylum by the United States.

Guatemala

In 1960, a civil war broke out in Guatemala. It lasted until 1996, the longest and most destructive war in Central American history. Over 100,000 people died, thousands disappeared, and roughly a million people were left homeless or were forced to flee the country.



El Salvador

In 1980, Archbishop Oscar Romero was murdered by assassins for criticizing the government of El Salvador. While tension between the government and rebel groups had existed throughout the 1970s, Romero's murder marked the start of a full-fledged civil war. Over 75,000 people were killed in 12 years of war before peace was finally reached in 1992. During this decade of war, almost 500,000 Salvadorans emigrated to the United States. Today, Salvadorans are the largest Central American population in the United States.

Nicaragua

In 1978-1979, a rebel group in Nicaragua, called the Sandinista National Liberation Front, or "Sandinistas" for short, overthrew the long-standing government led by the Somozas. The new government nationalized businesses, improved social programs, and gave land to the poor. The United States government believed that the new government was communist. In the following years, the U.S. organized and trained a group of soldiers called "Contras" to fight against the Sandinistas. After much suffering and losses on both sides, a truce was finally reached in 1988.

ACTIVITY SIX: HISPANIC AMERICANS

RESOURCE CARD 3 OF 7 Mexican Americans in the 1960s

As the 1960s began, Mexican Americans shared problems of poverty and discrimination with other minority groups. The median income of a Mexican American family was just 62 percent of the median income of the general population, and over a third of Mexican American families lived on less than \$3000 a year. Unemployment was twice the rate among non-Hispanic whites and four-fifths of employed Mexican Americans were concentrated in semi-skilled and unskilled jobs, a third in agriculture. Educational attainment lagged behind other groups (Mexican Americans averaged less than nine years of schooling as recently as 1970), and Mexican American pupils were concentrated in predominantly Mexican American schools, less well staffed and supplied than non-Mexican-American schools, with few Hispanic or Spanish-speaking teachers. Gerrymandered election districts (voting districts rearranged so as to favor the party in power) and restrictive voting legislation resulted in the political underrepresentation of Mexican Americans. In addition, Mexican Americans were underrepresented or excluded from juries by requirements that jurors be able to speak and understand English.

During the 1960s, a new Chicano (the ethnic label adopted by many Mexican Americans) movement suddenly burst onto the national stage. Epic struggles arose across the Southwest to organize farmworkers, regain stolen lands, and increase political representation. In 1962, Cesar Chavez began to organize California farm workers, and three years later, in Delano, California, he led his first strike. At the same time that Chavez led the struggle for higher wages, enforcement of state labor laws, and recognition of the farm worker union, Reies Lopez Tijerina fought to win compensation for the descendants of families whose lands had been seized illegally. In 1963 Tijerina founded the Alianza Federal de Mercedes (the Federal Alliance of Land Grants) in New Mexico to restore the legal rights of heirs to Spanish and Mexican land grants that had been guaranteed under the treaty of Guadalupe-Hidalgo that ended the 1846-1848 Mexican War. Gradually, Mexican Americans began to organize politically. In Denver, Rodolfo ("Corky") Gonzalez formed the Crusade for Justice in 1965 to protest school discrimination; provide legal, medical, and financial services and jobs for Chicanos; and foster the Mexican American cultural heritage. La Raza Unida, which translates roughly as "the people united," resulted from an effort to organize a national political party that would unite Mexican-Americans. Jose Angel Gutierrez, a 25-year-old Texan, formed the party in early 1970 to give Mexican Americans political control over some 20 southern counties in which they made up the majority of the population. Two years later, a national convention of La Raza Unida drew 2,000 Chicanos.

Mario Compean, Chairman of the Texas-based Mexican American Youth Organization (MAYO), May 4, 1970:

...I think we Chicanos will never have anything that means anything until we have political power. And I think that the only way that the Chicano will ever have political power is through an independent political party, a Chicano party, La Raza Unida Party... The time has come when the Chicanos cannot be taken for granted any longer. Politicians of all kinds will have to keep reminding themselves that the Chicanos are a potent political force. Therefore, the worst mistake any politician can make is to forget the Chicano...

Since 1960, Mexican Americans have made impressive political gains. During the 1960s, four Mexican Americans – Senator Joseph Montoya of New Mexico and representatives Eligio “Kika” de la Garza and Henry B. Gonzalez of Texas and Edward R. Roybal of California – were elected to Congress. In 1974, two Chicanos were elected governors – Jerry Apodaca in New Mexico and Raul Castro in Arizona – becoming the first Mexican American governors since early in this century. Since the 1970s, the pace of Mexican American political involvement has increased, and by the time Bill Clinton became president, two prominent Mexican Americans were named to his cabinet: former San Antonio, Texas mayor Henry Cisneros as Secretary of Housing and Urban Development (HUD); and former Denver mayor Federico Pena as Secretary of Transportation.

ACTIVITY SIX: HISPANIC AMERICANS

RESOURCE CARD 4 OF 7

Cesar Chavez and the United Farm Workers (UFW)

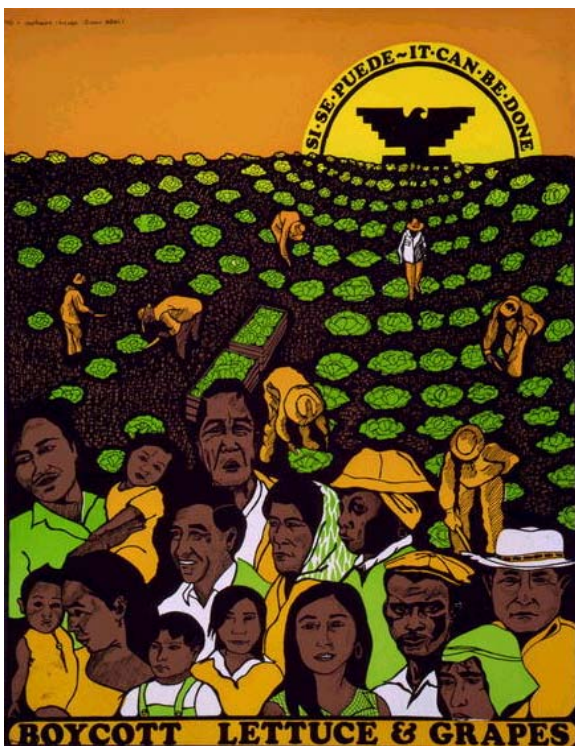
Cesar Chavez was born in North Gila Valley, near Yuma, Arizona. He was one of six children. His parents owned a ranch and a small grocery store, but during the Great Depression in the 1930s they lost everything. In order to survive, Cesar Chavez and his family became migrant farm workers, traveling around California to find work. It was hard work, and they did not live in the same place for long. The Chavez family would pick peas and lettuce in the winter, cherries and beans in the spring, corn and grapes in the summer, and cotton in the fall.

Working conditions for migrant workers were harsh and often unsafe. Their wages were low, which made it difficult to support a family. Their children often had to skip school to earn money to help support the family. Cesar Chavez attended about 30 schools in California as his family moved from place to place to find work. After the eighth grade, Chavez had to quit school to support his ailing parents. Chavez's family frequently did not have access to basic needs such as clean water or toilets. Because a large number of migrant workers were Mexican American, they also often faced prejudice.

Chavez's experiences growing up had a big impact on what he did with the rest of his life. In 1948, he married a woman who also was from a family of migrant farm workers. By 1959, the couple had eight children, and Chavez, who had little education and training, was forced to return to farm work. As before, life in the fields was harsh. Chavez decided he had to do something about it. He started to unite farm workers into a labor union. As a group they would try to get higher wages and better working conditions from their employers. In 1962, Chavez and fellow organizer Dolores Huerta founded the National Farm Workers Association (NFWA).



Cesar Chavez



This poster calls for Americans to stop buying lettuce and grapes in support of the UFW. (Circa 1978)

In 1965, Chavez and Huerta agreed to honor a walkout by farm workers in Delano, California, who were in another union, the Agricultural Workers Organizing Committee. Workers in the NFWA (formed by Chavez and Huerta) were asked not to work for the Delano grape growers. This strike was called a *huelga* (pronounced WELL-guh) in Spanish. In 1966, the National Farm Workers Association joined with the Agricultural Workers Organizing Committee to form the United Farm Workers Organizing Committee (UFWOC), later renamed the United Farm Workers (UFW).

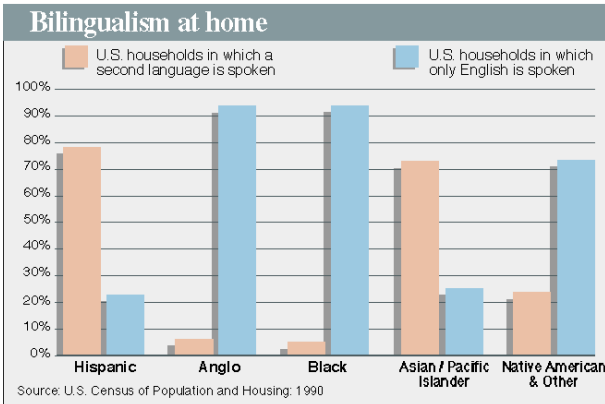
The strike that started in 1965 lasted for five years and inspired a nationwide boycott of California grapes that was supported throughout the country. There was another grape boycott in the mid-'70s, which forced growers to support the 1975 Agricultural Labor Relations Act - a collective bargaining law for farm workers. Under the leadership of Chavez and Huerta, the UFW fought grape producers for better working conditions through nonviolent tactics such as protest marches, strikes, and boycotts. These tactics were usually successful and ended with the signing of bargaining agreements between the farm workers and the growers.

ACTIVITY SIX: HISPANIC AMERICANS

RESOURCE CARD 5 OF 7

Bilingual Education

There is an ongoing tension between those who view America as a great melting pot with a common national identity and those who view it as a mosaic of peoples with their own customs and culture. American public schools have been host to this tension and its manifestations in education policy.



The major issue is one of language. Many school districts formally adopted bilingual education in the 1960s and 70s. However, bilingual education and even native language schooling has been a major facet of education in the United States since the very beginning. Today the debate focuses on one question: Should immigrant children be instructed entirely in English or should they be taught academic subjects in their native tongue while gradually learning English?

Supporters of bilingual education believe that the school should build upon, rather than dismantle, the minority child's language and culture. By teaching children academic

subjects in their native tongue, while simultaneously offering them English language instruction, students can learn the language and continue to progress academically. Once they have mastered enough English, they can transition to mainstream classes.

Critics of bilingual education, however, argue that it inhibits a child's ability to acquire English quickly. They believe that in order to succeed in America, children need to master the language and values of the dominant culture. Critics often rely on the "sink or swim" method of language acquisition, saying it will help foreign students to best pick up the language.

Bilingual Education Act (1968)

Congress passed this act, which gave federal funding to school districts to try to incorporate native-language instruction. Many states followed suit, enacting their own bilingual laws.

Timeline of Selected Events, History of Bilingual Education

Proposition 187 (1994)

California passed Proposition 187, making it illegal for children of undocumented immigrants to attend public schools. The federal courts ruled that Proposition 187 was unconstitutional.

1968

2000

Lau v. Nichols (1974)

In this class action lawsuit brought by Chinese parents in San Francisco, the U.S. Supreme Court ruled that schools without special provisions to educate language-minority students do not provide equal education and violate the Civil Rights Act of 1964. As a result of this ruling, the federal government allocated \$68 million for bilingual education.

Proposition 227 (1998)

California voters overwhelmingly (61 to 39 percent) approved this initiative, which eliminated the state's bilingual education programs and requires that all instruction be conducted in English.



Civil Rights

Revised 3/03

ACTIVITY SIX: HISPANIC AMERICANS

RESOURCE CARD 6 OF 7

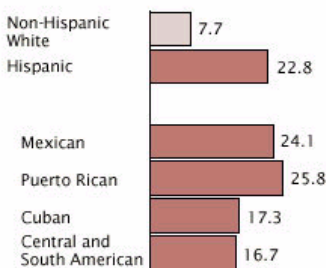
Issues Facing Mexican Americans in the United States Today

Today, 14 million Mexican Americans live in the United States. This is a sixty percent increase over the number in 1980 and a four-fold increase over 1960, making Mexican Americans the country's youngest and fastest growing minority group.

Because of Mexico's proximity, a continuous influx of new arrivals, and concentration in predominantly Mexican neighborhoods, Mexican Americans are able to maintain ties with their ancestral culture to a degree not possible for other ethnic groups. An estimated 40 percent of all Hispanic Americans (of which Mexican Americans make up almost two-thirds) are immigrants and another 30 percent are the children of immigrants. As a result, Mexican Americans, more than any other immigrant group, have evolved a bilingual, bicultural identity that combines Mexican and American elements. Today, half of all Mexican Americans speak Spanish at home.

People Living Below the Poverty Level by Detailed Hispanic Origin: 1999

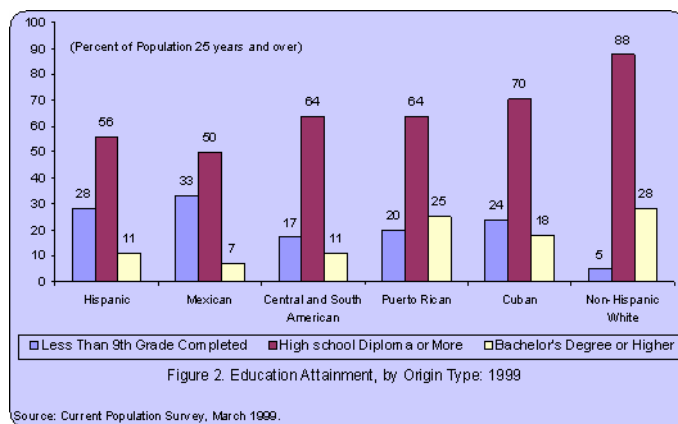
(In percent)¹



¹Each bar represents the percent of individuals, of the specified origin, who were living in poverty. Data for other Hispanics not shown. Source: U.S. Census Bureau, Current Population Survey, March 2000.

While high birthrates and immigration have contributed to increasing political power, Mexican Americans continue to lag behind other groups in political representation due to lower voting rates and the fact that many are not yet naturalized citizens. Mexican Americans are also less well off than other Americans in income, education, and home ownership rates. They are twice as likely to be poor as non-Hispanics and three times less likely to have completed college. Third generation Mexican Americans average just 11 years of schooling, 2 years less than non-Hispanics. More than other groups, Mexican American workers are concentrated in low paying jobs in factories, warehouses, construction, and the service sector. Mexican American teenagers are more likely to drop out of high school, often to help their families during periods of economic distress. Mexican Americans are less likely to have health insurance than any other ethnic group.

Today, many Americans worry about whether Mexican immigrants will assimilate into the mainstream of American life. Many fear that prospects for upward mobility – so vital for the assimilation of earlier immigrant groups – are eroding, and that the consequences are apparent in an increase in teenage pregnancy and single parent households. Others express anger about illegal immigration – an issue that has increasingly inflamed American politics. In 1994 California voters adopted Proposition 187, denying public services to illegal aliens.



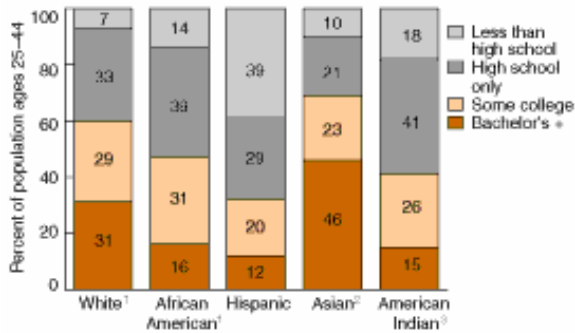
As the United States approaches the twenty-first century, many important political and socio-economic issues face the country's largest immigrant group. For most European ethnic groups, ethnic background ceased to be an important factor in social or economic standing by the third generation. Will the same be true of Mexican Americans? Will Mexican Americans advance socially, economically, and politically like earlier European immigrants or will racism and discrimination consign many to an economic underclass? Will Mexican Americans follow the European immigrant path of movement out of distinct urban enclaves and intermarriage, or will they successfully maintain a distinct identity and cultural heritage?

ACTIVITY SIX: HISPANIC AMERICANS

RESOURCE CARD 7 OF 7

Hispanic Americans Today: A Statistical Overview

Educational Attainment of Adults Ages 25 to 44 by Race and Ethnicity, 1998



Note: Hispanics may be of any race.

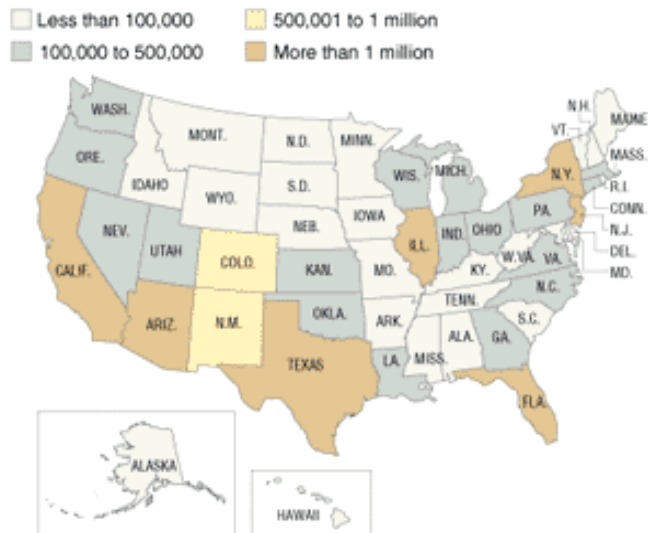
¹ Excludes Hispanics.

² Includes Pacific Islanders and excludes Hispanics.

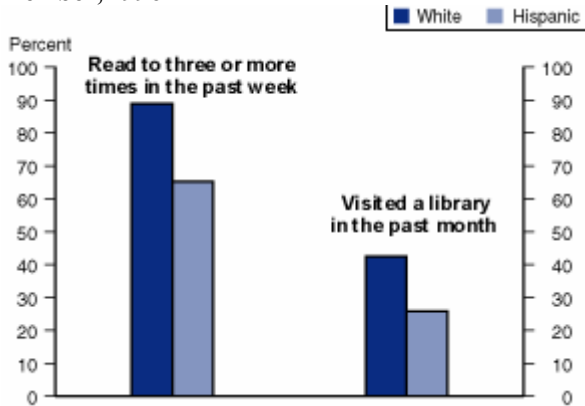
³ Includes Eskimos and Aleuts and excludes Hispanics.

Source: Population Reference Bureau analysis of the March 1998 Current Population Survey.

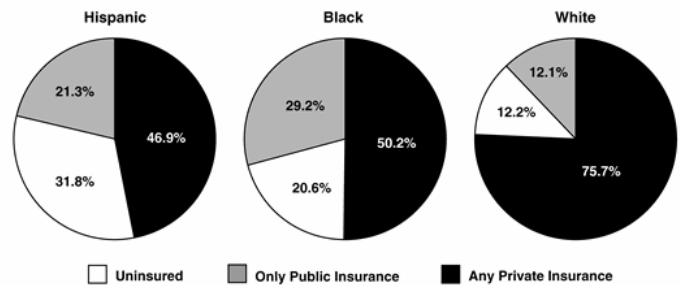
HISPANICS BY STATE



Percentage of children ages 3-5 who participated in various literacy activities with a parent or family member, 1996



Health Insurance Status of the U.S. Civilian Noninstitutionalized Population

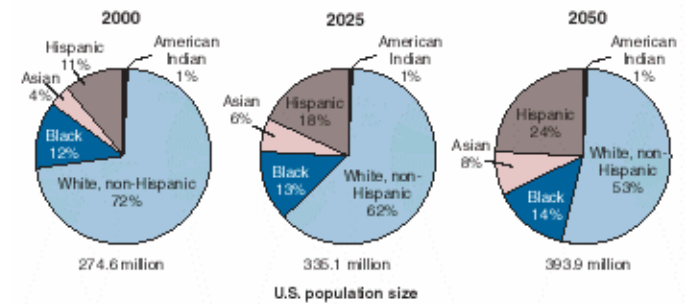


Note: Data from 1998.

Percentage distribution of the 16- to 24-year-old population and percentage who were dropouts, 1995

Race/ethnicity and place of birth	Percentage of the population	Dropout rate
Total	100.0	12.0
Born in U.S.	89.4	9.9
Foreign-born	10.6	29.1
White, non-Hispanic	67.9	8.6
Born in U.S.	65.6	8.6
Foreign-born	2.3	7.5
Hispanic	13.9	30.0
Born in U.S.	7.9	17.9
Foreign-born	5.9	46.2

U.S. Population by Race and Ethnic Group, 2000, 2025, and 2050



Note: This medium series projection assumes annual net immigration of 820,000. Source: U.S. Bureau of the Census, *Current Population Reports P25-1130* (1996).

ACTIVITY SIX: HISPANIC AMERICANS

INDIVIDUAL REPORT

Write a script for a short scene in which two people argue over whether or not Hispanic Americans are better off today than they were in the mid-1900s.

Evaluation Criteria

- Script includes two characters, one who believes that Hispanic Americans are better off today than they were in the mid-1900s and one who believes Hispanic Americans are not better off.
- Each character gives at least three reasons for his or her argument.
- Script includes reference to specific people, places, events, court cases, legislation, and statistics.
- Script addresses the extent to which the Hispanic American Civil Rights Movement has made the United States a more equal and just society.