

**ELEMENTARY RESOURCES FOR  
CELEBRATING HISPANIC HERITAGE MONTH**

*“Getting Involved: Our Families, Our Community, Our Nation”*

**September 15 – October 15, 2008**



**Curriculum and Instruction, Social Sciences  
Miami-Dade County Public Schools**

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## **CONTENTS**

**Legislative History of Hispanic Heritage Month**

**List of Local Museums**

**Florida Hispanic Heritage Timetable**

**FCAT Reading and Writing Activity**

**Social Science Lessons about Hispanic Heritage**

**Hispanic Heritage Activities**

**Internet Resource Sheet**

**SOCIAL STUDIES  
READING AND WRITING ACTIVITY**

<u>GRADE LEVEL/COURSE:</u>	Upper Elementary
<u>TITLE:</u>	Mercedes O. Cubria : First Cuban-born woman officer in the U.S Army
<u>4<sup>th</sup> GRADEBCB COMPONENT:</u>	II Historical Awareness
<u>COMPETENCY:</u>	IIA
<u>OBJECTIVE(S):</u>	IIA     Research famous men and women, both past and present, who have contributed to Florida’s development.
<u>5<sup>th</sup> GRADE CBC COMPONENT:</u>	II Historical Awareness
<u>COMPETENCY:</u>	IIB
<u>OBJECTIVE(S):</u>	IIB2     Identify contributions made to United States history, including the fields of communication and technology by people from various racial, ethnic, gender, and minority groups.
<u>LANGUAGE ARTS/READING BENCHMARKS:</u>	
LA.A.1.2.3	Uses simple strategies to determine meaning and increase vocabulary for reading, including the use of prefixes, suffices, root words, multiple meanings, antonyms, synonyms, and word relationships.
LA.A.2.2.1	Reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.
LA.A.2.2.2	Identifies author’s purpose in simple text (Includes LA.A.2.2.3 Recognizes when a text is primarily intended to persuade.)
<u>READING:</u>	<u>Mercedes O. Cubria</u> (found on following page)

**SOCIAL STUDIES  
READING AND WRITING ACTIVITY**

Mercedes O. Cubria

She was a lieutenant colonel in the United States Army, but to many Cubans in the United States she was “La Tia”, which means “the Aunt” in Spanish.

Mercedes O. Cubria was born in Guantanamo, Cuba in 1903. She moved with her family to the United States when she was very young. She worked as a nurse and a rancher. In 1943 she enlisted in the Women’s Army Corps (WAC) to serve her country during World War II. She was sent to England to work with secret codes and gather information on America’s enemies. During the Korean War, she also served her country, working in Japan. For her excellent work, she was promoted to the rank of Major, making her the first Cuban-born woman officer. For her bravery and dedication she was awarded the Bronze Star Medal.

Major Cubria retired in 1953. However, in 1962, the U.S. Army recalled her to service. For the next 11 years, she helped process the Cuban refugees into the United States, fleeing the communist regime in Cuba. She helped Cubans find homes and jobs. That is why many Cubans loved her and called her “La Tia.”

In 1972, the Army promoted her to lieutenant colonel. At the age of 70, she finally retired and chose to spend her remaining years in Miami. She died in 1980.

**SOCIAL STUDIES**  
**READING AND WRITING ACTIVITY**

**READING AND WRITING QUESTIONS**

1. Read the following sentence from the reading:

In 1943 she enlisted in the Women's Army Corps (WAC) to serve her country during World War II.  
In this sentence, enlisted means to:

- (A) join
- (B) leave
- (C) dissent
- (D) agree

2. What is the main idea of the reading?

- (A) to explain why Mercedes O. Cubria was promoted to lieutenant colonel
- (B) to explain that Mercedes O. Cubria was the first woman officer
- (C) to explain that Mercedes O. Cubria was the first Cuban American woman officer
- (D) to explain why Mercedes O. Cubria lived in Japan

3. Read the following sentence from the reading:

For her excellent work, she was promoted to the rank of Major...  
In this sentence, promoted means to:

- (A) take away your responsibilities
- (B) advance in position or rank
- (C) present you with a present
- (D) encourage you to work harder

4. According to the author, why was Major Cubria called "La Tia"?

- (A) she was very old
- (B) she had many nieces and nephews
- (C) she was loved and respected by many Cubans
- (D) she had a difficult name to remember



**SOCIAL STUDIES  
READING AND WRITING ACTIVITY**

<b>GRADE LEVEL/COURSE:</b>	Upper Elementary
<b><u>TITLE:</u></b>	Elena Ochoa: Biography of an Astronaut
<b><u>4<sup>th</sup> GRADE CBC COMPONENT:</u></b>	II Historical Awareness
<b><u>COMPETENCY:</u></b>	IIA
<b><u>OBJECTIVE(S):</u></b>	IIA Research famous men and women, both past and present, who have contributed to Florida’s development.
<b><u>5<sup>th</sup> GRADE CBC COMPONENT:</u></b>	II Historical Awareness
<b><u>COMPETENCY:</u></b>	IIB
<b><u>OBJECTIVE(S):</u></b>	IIB2 Identify contributions made to United States history, including the fields of communication and technology by people from various racial, ethnic, gender, and minority groups.

**LANGUAGE ARTS/READING BENCHMARKS:**

- LA.A.1.2.3 Uses simple strategies to determine meaning and increase vocabulary for reading, including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, and word relationships.
- LA.A.2.2.1 Reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.
- LA.A.2.2.2 Identifies author’s purpose in a simple text (Includes LA.A.2.2.3 Recognizes when a text is primarily intended to persuade).

**SOCIAL STUDIES  
READING AND WRITING ACTIVITY**

READING: Ellen Ochoa: Biography of an Astronaut

SOURCE: <http://www.barefootsworld.net/aoc1777.html>

MULTIPLE CHOICE ANSWERS:

1. C
2. D
3. A
4. B

EXTENSION ACTIVITY: See Appendix. Have students read the interview conducted with Elena Ochoa and discuss the importance of knowing the contributions of women, minorities, and other groups to U.S. history.

Directions: Read the article and answer the questions that follow.

Elena Ochoa: Biography of an Astronaut

Dr. Ellen Ochoa is a veteran of three NASA Space Shuttle flights. She has logged over 719 hours in space, traveling four million miles in one mission alone!

Before NASA selected Ellen to become an astronaut, Ellen proved herself on Earth by getting a doctorate degree in electrical engineering and co-inventing three patents for optical engineering systems.

Born in southern California in 1958, Ellen was interested in space exploration as a girl. NASA hired its first women astronauts when she was studying physics in college in the 1970's. Ellen saw the astronaut program as a way of combining her interest in research and engineering with space exploration. She became an astronaut in 1991.

In April, 1993, Ellen became the first Hispanic-American woman in space. As a mission specialist aboard the Space Shuttle Discovery, mission STS-56, she deployed and captured a research satellite used for the study of the sun. During the nine-day mission, she also took part in studies of Earth's atmosphere and the effect of the sun on Earth's climate and environment. In November 1994, Ellen was also payload commander aboard the Space Shuttle *Atlantis* for mission STS-66.

Ellen spent a number of years working on the development of the International Space Station. In May and June 1999, Ellen flew aboard the Discovery, mission STS-96, which became the first Space Shuttle to actually dock with the Space Station. On board the Space Shuttle were supplies to be used by the first crews living and working on the Space Station. Working 200 miles above the Earth, Ellen operated a robot arm that helped transfer four tons of clothing, computers, and medical equipment from one ship to the other.

Ellen plays the flute, flies planes, and enjoys volleyball and bicycling. She and her husband have one son.

SOURCE: <http://www.scholasticnews.com>

**SOCIAL STUDIES**  
**READING AND WRITING ACTIVITY**

**READING AND WRITING QUESTIONS**

1. Read the following sentence from the article:

As a mission specialist aboard the Space Shuttle Discovery, mission STS-56, she deployed and captured a research satellite used for the study of the sun.

In this sentence, deployed means to:

- (A) be destroyed.
- (B) be built.
- (C) be put into use.
- (D) be repaired.

2. What is the main idea of this article?

- (A) to explain why Elena Ochoa was chosen to be part of the space program
- (B) to explain that Elena Ochoa was the first female astronaut
- (C) to explain why Elena Ochoa's expertise was needed on the space shuttle
- (D) to explain that Elena Ochoa is a famous astronaut of Hispanic descent

3. Read the following sentence from the article:

Ellen plays the flute, flies planes, and enjoys volleyball and bicycling. She and her husband have one son.

What is the author's purpose in including this sentence?

- (A) to explain that Elena Ochoa has interests and a family just like everyone else
- (B) to explain how Elena Ochoa prefers playing volleyball to working for the space program
- (C) to explain how Elena Ochoa had to quit NASA in order to take care of her son
- (D) to explain how Elena Ochoa is also a famous flute player

**SOCIAL STUDIES**  
**READING AND WRITING ACTIVITY**

4. Which of the following is the best evidence that the Space Station is not self-sufficient?
- (A) Elena Ochoa deployed and captured a satellite.
  - (B) Elena Ochoa worked a robotic arm that transported needed goods on to the Space Station.
  - (C) Elena Ochoa logged over 719 space flight hours.
  - (D) Elena Ochoa was on the first flight to actually dock at the Space Station.



## Appendix:

### Interview Transcript

*Students on Scholastic.com interviewed astronaut Ellen Ochoa during 1999's Hispanic Heritage Month. Below is a transcript of that interview.*

What are your Hispanic roots? Did you speak Spanish at home when you were growing up?

My Hispanic roots come from my father's side. His parents were Mexican, but my father was born in this country. He was one of 12 children. My father grew up speaking both Spanish and English but unfortunately he didn't speak Spanish with us at home. When I was growing up, my father believed as many people did at the time that there was a prejudice against people speaking their native language. It's really too bad, and I'm glad that things have changed in recent years.

Does your being Hispanic American make you feel more pressure and more pride about your accomplishments? Do you have that in mind when you think of how well you've done in life?

I don't believe that being Hispanic American puts any additional pressure on me. I seem to put enough pressure on myself as it is. As for my accomplishments, being an astronaut has given me the opportunity to speak to children all over, including children with the same background as myself. I think that it's important for children to have a role model to see what they can grow up to be. It's important they know that if they work hard, they can be and accomplish whatever they want. I am proud to be an example of that.

Who do you think was the most influential person in your life?

My mother influenced me the most. When I was a year old, she started college. She had to raise five children primarily on her own and so she couldn't take more than one class each semester. She didn't graduate until 22 years later, but she did finish. Her primary focus was the enjoyment of learning. That's what I got from her example.

What were you interested in when you were in fifth grade?

When I was in the fifth grade, I think I wanted to be president. I got over that by the time I was in the sixth grade. I didn't think that I would be an astronaut. But you never know how your interests will change. That's why it's important never to shut down your options. In college, I changed my major five times. I started college interested in music and business, and graduated with a degree in physics. I didn't actually pursue becoming an astronaut until graduate school when I learned about the kinds of skills NASA was looking for in potential astronauts.

Why did you want to go into space?

I can't imagine not wanting to go into space. But I never considered being an astronaut as an option because when I was growing up there were no female astronauts. It wasn't until the first six female astronauts were selected in 1978 that women could even think of it as a possible career path.

What is it like to operate a robot arm in space?

I have worked the robot arm on all three of my space missions, and I really love it. It's challenging to do, but lots of fun. On my last mission to the space station I worked with the help of cameras and monitors because we were docked in a way that prevented me from seeing the robot arm. This made things more difficult, but then again, everything I've done on actual missions in space has always been easier than when I first tried it during training.

What is NASA training like?

Everything is always harder to do in training. In training, we prepare for anything that could happen on a space mission - anything that could go wrong. In training things keep breaking, problems have to be solved. Nothing has ever gone wrong on any of my missions, and our training helps us make sure that nothing will. Each mission has its own specifics. For my last mission, we trained for nine months before the actual flight. I started my formal NASA training in 1990. During that period I spent about half of the time in training, the other half I spent performing other duties. I was in training for three years before my first mission, which isn't that long of a wait. Some astronauts have waited 10, even 16 years before they finally go into space!

What is it like to float in zero gravity?

Weightlessness is the fun part of the mission. There is really nothing to compare it to on Earth. I guess the closest thing would be swimming or scuba diving. It's a similar freedom of movement. What is odd is that weightlessness seems more natural. You don't have the same kinds of sensations in space as you do in the water.

How do you sleep on the space shuttle? Does everyone sleep at the same time or do you take turns? Do you have weird dreams because you're sleeping in space?

On my first two missions we slept in two shifts. We had sleeping compartments that looked like coffins. On my last mission we slept in a single shift. Instead of the sleeping compartments we slept in what can best be described as a sleeping bag with hooks. You would find a place to hook on to, and float in. As for my dreaming, it isn't that different in space. I tend to dream a lot, whether I'm in space or at home on Earth. I have floating dreams on Earth and non-floating dreams on a mission in space.

What does Earth look like from space?

That's a really hard question. You have to remember that the shuttle is moving at five miles a second, so the Earth looks very different depending on where you are in space in relation to the position above Earth and what time of day it is. I have to say though, Earth looks very much like I expected it to look. The Imax films are pretty close to what Earth really looks like from space. The main difference is that the colors are much more vivid when you're in space.

How do you eat in space? Do you have to eat food out of a toothpaste tube? Does the food taste good? Astronauts haven't eaten food out of tubes for over 20 years. Most of the food now is freeze-dried. All we do is add hot water. We eat a variety of foods, including nuts, granola, cookies, dried fruit, tortillas. We have drinks that we add water to as well.

How do you go to the bathroom in space?

There is a special bathroom area on board that looks almost like the same toilet you would see at home or at school. The difference is that instead of gravity there is an air-flow system to move the waste along. There are two separate systems - one for the solid waste and one for the urine. The waste gets stored in on-board tanks, which are cleaned out when the shuttle returns to Earth. The bathrooms on the shuttle aren't as convenient as the ones on Earth, but you get used to it.

Is it hard being an astronaut *and* a mother? Do you worry about going into space now that you're a mother? How does your son feel about your going into space?

I think it's hard being anything and a mother. Both are full-time jobs, and you have to work very hard at both to do a good job. Personally, I find both jobs wonderful. It is hard to be separated from my husband and son when I go on a mission, and I miss them a great deal. But lots of people have to be away from their families because of their jobs. Right now my son is only 18-months old, so the last time I went into space, he didn't really know what was going on. I think it will be much harder the next time since he will

## Hispanic Heritage Lesson Plan

understand more.

Can you talk to your family from space?

Yes, thanks to e-mail, when I am in space my husband and I are able to communicate every day - which is very nice. And on missions lasting more than 10 days we are allowed to visit with each other by having a video conference from space.

What is the scariest thing that ever happened to you in space?

There's never really been anything for me to be scared of because nothing has ever gone wrong on any of my missions. For me, going into space is very exciting, not scary. The riskiest part of the flight is the launch because it's the phase of the flight when things are most likely to go wrong. But like I said, there have never been problems on my missions, and besides, we are trained to handle any problems that might come along.

Do you think communication with extraterrestrials is possible? Do you think there are other life-forms out there?

I'm not really sure if communication is possible right now, with the technology we have today. Given the number of stars that have been discovered in the last couple of years, it isn't inconceivable that life exists on other planets. Though it is important to differentiate between life that is single-celled and life-forms that are intelligent and capable of communication.

I love math and I want to become an astronaut. What can I start to do to prepare myself?

It's good that you love math, because in order to be an astronaut, a college degree in math or a technical science is very important to have. Being an astronaut isn't just the science, though. An astronaut must be both a team player and a leader as well. You should get involved in activities where you work closely with other people - because working closely with other people is an essential part of being an astronaut! There are many things you can do that could help you in learning to work with people - playing on a sports team, for instance, or learning a musical instrument and being in a band or an orchestra.

You're currently on the selection board for new astronauts. What do you look for in a potential astronaut, and what is their average age?

Most of the people who are selected are between the ages of 30 to 40. We look for a college education in science or technology. Mission Specialists usually have a Ph.D. or an M.D., but work experience can sometimes compensate for advanced degrees. We look for people who can do many things well, because people with multiple skills can usually learn things quickly. This is a very important quality for an astronaut, as is being well rounded. People with a background of skills or extra-curricular activities - such as music, sports or foreign languages - stand out as well.

## Hispanic Heritage Lesson Plan

GRADE LEVEL/COURSE: Primary Elementary Social Studies

TITLE: Cinco de Mayo-A Patriotic Mexican Holiday

### OBJECTIVES:

- Understand the significance of this patriotic Mexican Holiday.
- Describe similarities and differences between Cinco de Mayo and other holidays in the United States.

### LANGUAGE ARTS/READING BENCHMARKS:

Elementary School Benchmark:

LA.A.2.2.7 Compare and contrast.

SUGGESTED TIME: 60 MINUTES

### DESCRIPTION OF ACTIVITIES:

1. Pair students for this activity.
2. Ask students what patriotic holiday is celebrated on the 4<sup>th</sup> of July.
3. Distribute the red, white, and blue index cards to the paired groups. Have the students, in pairs, write and illustrate on each index card one thing they do to celebrate the 4<sup>th</sup> of July. Make sure there is only one description/picture per card.
4. Explain to the class that you will be studying another holiday called, "Cinco de Mayo", which means, "Fifth of May." Let the students know that this is a very important patriotic holiday for Mexicans and Mexican Americans.
5. Ask the students what they know about "Cinco de Mayo." Write the student responses on the board.
6. Read the students the reading passage, "Cinco de Mayo-A Patriotic Mexican Holiday" (Handout A). After the reading passage, let the students know that you will be distributing green, red, and white index cards.
7. Ask the students why you gave them red, white, and blue cards on the 4<sup>th</sup> of July assignment. Ask them why they think that you are giving them green, red, and white index cards?
8. Let students know that green, red, and white are the colors of the Mexican flag. Show the class the Mexican flag.
9. On a map, show students where Mexico is located in relation to the United States.
10. Pair the students and have them write/illustrate what things are done to celebrate "Cinco de Mayo." Make sure there is only one description/illustration per card.
11. Have the groups compare the red, white, and blue index cards from the 4<sup>th</sup> of July assignment with

## Hispanic Heritage Lesson Plan

the green, red, and white index cards from the “Cinco de Mayo” assignment.

12. Ask the students to compare what is similar and what is different. Are there more similarities than differences? Write the student responses on the board and encourage a class discussion?

**ASSESSMENT STRATEGY:** Group assignment, oral questions

**MATERIALS/AIDS NEEDED:** Handout A, Handout B, crayons, red, white, blue, and green index cards or construction paper cut into 3 x 5 squares, a flag of Mexico, a map of the United States and Mexico.

**EXTENSION ACTIVITIES:** As a grand finale, students can make sombreros and dance the Mexican hat dance. (Handout B)

**SOURCE:** [www.palmbeach.k12.fl.us](http://www.palmbeach.k12.fl.us)

## Handout A

### Cinco de Mayo – A Patriotic Mexican Holiday

Each year on the fifth of May, Mexican and Mexican-Americans celebrate a great holiday. This holiday is called, "Cinco de Mayo." It was on May 5, 1862 that the small Mexican army defeated the powerful French army. The small Mexican army defeated the French army in a place called Pueblo, Mexico. A Mexican General named, Ignacio Zaragoza, led the Mexican army. This holiday is meaningful for all Americans. Since that time, no foreign nation has dared to invade Mexican shores.

Many towns and cities celebrate "Cinco de Mayo." They celebrate with grand parades, mock battles, dances, fireworks, flower festivals, floats, costumed persons, mariachi bands, and many other events. Marchers dressed as French and Mexican soldiers are armed with machetes and old-fashioned rifles. They parade alongside women wearing long skirts and flowery hats. These women represent the women who, during the battle, traveled with the men. These women worked to comfort and feed the soldiers.

At mid-afternoon, a pretend "battle" begins in a plaza. Rifles and cannons roar. There is lots of smoke and shouting. At nightfall, the pretend Mexican and French soldiers meet face-to-face for a pretend sword battle. The Mexican soldiers, of course, always win. A gigantic fireworks display ends the celebration.

## Handout B

### Cinco de Mayo – A Patriotic Mexican Holiday

#### Directions for making sombreros

#### Materials Needed:

- round cardboard pizza plate that come with most frozen pizzas (Have each student bring one.)
- leftover decorative items (including small silk flowers and fringe)
- construction paper and tissue paper scraps
- thin pieces of ribbon or yard
- small objects
- X-acto knife (for the teacher)
- scissors
- glue

#### Preparation:

1. Measure the students' heads. Draw a circle on their cardboard pizza plates to cut out for their heads.
2. You may want to ask some parent or school volunteers to help cut the circles with X-acto knives. Do not let students use the X-acto knives!
3. Make two small holes, opposite each other, a little bit out from the cutout circle for threading ribbon or yarn.
4. You may want to pre-cut ribbon or yarn for the students. These pieces of ribbon or yarn will run from the sombreros to under the students' chins.

Student Directions:

1. Decorate your cardboard pizza plate to make your very own sombrero. Add all silk flowers, fringe or any other small object you want. Use construction paper and tissue paper scraps to make other decorations for your sombrero.
2. Take the pieces of ribbon or yarn, and thread one piece up through the bottom of the small hole on your sombrero. Tie a knot in the top. Do the same with the other piece of ribbon or yarn.
3. Put on your sombrero, tie it under your chin, and do a Mexican dance!

## Hispanic Heritage Lesson Plan

GRADE LEVEL/COURSE: Upper Elementary Social Studies

TITLE: The Aztecs-Mighty Warriors of Mexico

### OBJECTIVES:

- Identify the Aztecs as the builders of a great city and rich civilization in what is now Mexico.
- Locate the Aztec Empire and its capital on a map.
- Describe several aspects of Aztec culture.

### LANGUAGE ARTS/READING BENCHMARKS:

Elementary School Benchmark:

LA.A.2.2.8 Uses appropriate reference materials.

SUGGESTED TIME: 90 MINUTES

### DESCRIPTION OF ACTIVITIES:

1. Explain to the students that they will be learning about a Meso-American people, the Aztecs, who established a rich civilization over 500 years ago in what is now Mexico. Begin by helping them discover where the Aztecs lived on a world map. Have the students locate Mexico City, the country's capital, which was built on the site of the old Aztec capital, Tenochtitlan. Point out that the Aztec empire extended entirely across central Mexico, from ocean to ocean (see Handout A- Aztec Empire Map).
2. Pass out to the students a copy of Handout B- Blank Map of Mexico. Using colored pencils or markers, have the students mark the site of Tenochtitlan and then designate the general area of the Aztec Empire.
3. Tell the students they will now learn how the Aztecs lived. Explain that they will work in five groups, each group assigned to finding information about a specific topic. The topics are the following: the local environment, the Aztec social structure, food production and preparation; education and writing; and warfare. Assign the students to the groups and then hand out the appropriate sets of questions (see the attached handouts labeled with each topic) to each group.
4. Students should research their topic by accessing the Encarta on-line encyclopedia website at <http://encarta.msn.com> and type in "Aztec Empire" on the search Encarta box at the top of the page. If Internet access is not available, have students use their school media center to research

their topics.

5. After gathering all of the data required and filling out the question forms, each group should prepare a presentation of their findings. When everyone is ready, have students share what they learned about the Aztecs with the class.

ASSESSMENT STRATEGY: Group assignment, written question forms.

MATERIALS/AIDS NEEDED: Handout A, Handout B, 5 question forms, colored pencils or markers.

EXTENSION ACTIVITIES: Continue the lesson with the question “ What happened to the Aztecs.” Have students research the Spanish arrival and eventual destruction of the Aztec empire. Students may read about the Spanish conquistador Hernan Cortes, who led the conquest of the Aztecs. Complete a similar exercise on Mayan and/or Arawak culture.

SOURCE: <http://www.edsitement.neh.gov>

HANDOUT A  
AZTEC EMPIRE



HANDOUT B  
BLANK MAP OF MEXICO



## Hispanic Heritage Lesson Plan

GRADE LEVEL/COURSE: Upper Elementary Social Studies

TITLE: Spanish Heroes in the American Revolution

OBJECTIVES:

- Identify the contributions made to United States history by Hispanic Americans.

LANGUAGE ARTS/READING BENCHMARKS:

Elementary School Benchmark:

LA.A.2.2.8 Uses appropriate reference materials.

SUGGESTED TIME: 90 MINUTES

DESCRIPTION OF ACTIVITIES:

1. Lead a class discussion by asking students what names come to mind when they think of heroes of the American Revolution? (Answers will vary, but the students will probably exclude Spanish heroes of the Revolution.)
2. Create a two column note on the board. On the left side write down all the names that the students came up with. On the right hand side write down the names of the following Spanish heroes of the American Revolution:
  - Bernardo de Galvez was governor of Louisiana and drove the British out of the Mississippi area and the Gulf of Mexico.
  - Juan de Cagigal was the field marshal commanding the additional army troops that arrived from Havana to help Galvez at Pensacola.
  - Jorge Ferragut fought in both the Continental Navy and Army. As a naval officer, he fought in the Battle of Savannah in 1779.
  - Jose de Ezpeleta kept the British from retaking Mobile and then marched troops to Pensacola.
  - Jose Solano was in charge of shipping troops from Havana to Pensacola.
3. Divide the class into 5 groups. Assign each group a Spanish hero (from the names above) and have students research their contributions, place of birth, etc. Once the groups have gathered the information, they must create a class presentation on their Spanish hero. They may use visuals, time lines, primary documents, etc. as part of their presentation.

4. Allow each group 10 minutes to present their work to the class. Allow time at the end for the class to ask questions.

ASSESSMENT STRATEGY: Group presentations ( both oral and written)

MATERIALS/AIDS NEEDED: Internet access or media center access for the research component.

EXTENSION ACTIVITIES: Students may role play an interview with a Spanish hero of the American Revolution.

SOURCE: [www.educationworld.com](http://www.educationworld.com)

## **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.

## Florida Hispanic Heritage Timetable

- 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.

1770-

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

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

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

1783 Spain regains Florida.

1790s-

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.

1817-

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

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

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

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

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

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

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

- San Diego de Alcalá (1769)
- San Carlos de Monterey (1770)

- San Antonio de Padua (1771)
- San Gabriel Arcángel (1771)
- San Luis Obispo de Tolosa (1772)
- San Francisco de Asís (1776)
- San Juan Capistrano (1776)
- Santa Clara de Asís (1777)
- San Buenaventura (1782)
- Santa Bárbara (1786)
- La Purísima Concepción (1787)
- Santa Cruz (1791)
- San José de Guadalupe (1797)
- San Juan Bautista (1797)
- San Miguel Arcángel (1797)
- San Fernando Rey (1797)
- San Luis Rey (1798)
- Santa Inés (1804)
- San Rafael Arcángel (1817)
- San Francisco Solano (1823).

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

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

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

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

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

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

- 1848 The gold rush lures a flood of Anglo settlers to California, which becomes a state in 1850. Settlement in Arizona and New Mexico occurs at a slower pace, and they both become states in 1912.
- 1850 The Foreign Miners Tax, which levies a charge for anyone who is not a U.S. citizen, is enacted.
- 1851 After the United States took over California in 1846, the biggest issue for Californios (Hispanic Californians) is land ownership. These former Mexican citizens have to prove what land they owned before the takeover, especially because newly arriving Anglos want the land. Therefore Congress passes the California Land Act to help Californios prove their claims. Many Californios, however, lose their land.
- 1853 General Santa Anna returns to power as president of Mexico and, through the Gadsden Treaty, sells to the United States the region from Yuma (Arizona) along the Gila River to the Mesilla Valley (New Mexico).
- 1855 Vagrancy laws and so-called "greaser laws" prohibiting bear-baiting, bullfights, and cockfights are passed, clearly aimed at prohibiting the presence and customs of Californios. ("Greaser" was a negative term Anglos used for their Hispanic neighbors.)
- Anglo businessmen attempt to run Mexican teamsters (wagon-drivers) out of south Texas, violating the guarantees offered by the Treaty of Guadalupe Hidalgo.
- 1859 Cigar factories are built in Florida, Louisiana, and New York to make genuine Cuban cigars. Many working-class Cubans follow the industry to jobs in the United States.
- 1862 The Homestead Act is passed in Congress, allowing squatters in the West to settle and claim vacant lands, often those owned by Mexicans.
- Spanish troops stationed in Puerto Rico mutiny, and are executed by the colonial governor.
- 1868 Cubans leave for Europe and the United States in sizable numbers during Cuba's first major attempt at independence from Spain.
- The Fourteenth Amendment to the U.S. Constitution is adopted, declaring all people of Hispanic origin born in the United States to be U.S. citizens.
- A decree in Puerto Rico frees all children born of slaves after this date. In 1870, all slaves who are state property are freed, as are various other classes of slaves.
- El Grito de Lares*, the shout for Puerto Rican independence, takes place, but disorganized insurrectionists are easily defeated by the Spanish.
- Cuban rebels led by Carlos Manuel de Céspedes declare independence at Yara, in the eastern portion of the island.
- 1870 The Spanish government frees the slaves it owns in Cuba and Puerto Rico.
- 1872 Puerto Rican representatives in Spain win equal civil rights for the colony.

- 1873 Slavery is finally abolished in Puerto Rico.
- 1875 The U.S. Supreme Court in *Henderson v. Mayor of New York* rules that power to regulate immigration is held solely by the federal government.
- The Ten Years' War, a series of unsuccessful Spanish attempts to evict rebels from the eastern half of Cuba, comes to an end with the signing of the Pact of El Zajón. The document promises amnesty for the insurgents and home rule, and provides freedom for the slaves that fought on the side of the rebels.
- 1879 A Cuban independence movement is forcefully put down by Spanish forces.
- 1880s In Cuba, slavery is abolished by Spain in a gradual program that takes eight years. The influx of new European immigrants has made Cuba more heterogeneous, leading to the social diversity that is still apparent today.
- Mexican immigration to the United States is stimulated by the advent of the railroad.
- 1892 The Partido Revolucionario Cubano is created to organize the Cuban and Puerto Rican independence movement.
- 1894 The Alianza Hispano Americana is founded in Tucson, Arizona, and quickly spreads throughout the Southwest.
- 1895 José Martí and his Cuban Revolutionary Party (PRC) open the final battle for independence.
- 1896 A Revolutionary Junta is formed in New York to lead the Puerto Rican independence movement.
- 1897 Spain grants Cuba and Puerto Rico autonomy and home rule.
- 1898 The USS Maine mysteriously explodes in Havana Harbor. On April 28, President William McKinley declares war against Spain.
- The U.S. military invades San Juan in pursuit of Spaniards, and is welcomed by the cheering crowds, longing for independence.
- Spain signs the Treaty of Paris, transferring Cuba, Puerto Rico, and the Philippines to the United States.
- The Foraker Act establishes a civilian government in Puerto Rico under U.S. dominance. The law allows for islanders to elect their own House of Representatives, but does not allow Puerto Rico a vote in Washington.
- 1901 Under the Platt Amendment, the United States limits Cuban independence. Cuba cannot sign treaties with other countries or borrow money unless it is agreeable to the United States. The United States also reserves the right to build a naval base on Cuba. With these limitations written into the Cuban constitution in 1901, the United States turns the government of Cuba over to the Cuban people.

- 1901 The Federación Libre de los Trabajadores (Workers Labor Federation) or FLT becomes affiliated with the American Federation of Labor, which breaks from its policy of excluding non-whites.
- 1902 The Reclamation Act is passed, dispossessing many Hispanic Americans of their land.  
Cuba declares its independence from the United States.
- 1910 The Mexican Revolution begins, with hundreds of thousands of people fleeing north from Mexico and settling in the Southwest.
- 1911 In Mexico, the long dictatorship of Porfirio Díaz comes to an end when he is forced to resign in a revolt led by Francisco Madero.
- 1912 Brutality against Mexican Americans in the Southwest territories is commonplace. Lynchings and murders of Mexican Americans in California and Texas result in a formal protest in 1912 by the Mexican ambassador of the mistreatment.
- 1917 During World War I, "temporary" Mexican farm workers, railroad laborers, and miners are permitted to enter the United States to work.  
The Jones Act is passed, extending U.S. citizenship to all Puerto Ricans and creating two Puerto Rican houses of legislature whose representatives are elected by the people. English is decreed the official language of Puerto Rico.  
Congress passes the Immigration Act of 1917, imposing a literacy requirement on all immigrants aimed at curbing the influx from southern and eastern Europe, but ultimately inhibiting immigration from Mexico.  
The Selective Service Act becomes law, obligating non-citizen Mexicans in the United States to register with their local draft boards, even though they are not eligible for the draft.
- 1921 Limits on the number of immigrants allowed to enter the United States during a single year are imposed for the first time in the country's history.  
As the first of two national origin quota acts designed to curtail immigration from eastern and southern Europe and Asia is passed, Mexico and Puerto Rico become major sources of workers.  
A depression in Mexico causes severe destitution among Mexicans.
- 1925 The Border Patrol is created by Congress.
- 1926 Rioting Puerto Ricans in Harlem are attacked by non-Hispanics as the number of Puerto Ricans becomes larger in Manhattan neighborhoods. By 1930 they number 53,000.  
With the onset of the Great Depression, Mexican immigration to the United States virtually ceases and return migration increases sharply.  
The League of United Latin American Citizens is founded in Texas by frustrated Mexican Americans who find that opportunities for them in the United States are limited.

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

1930s-

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.

1940s-

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.
- 1950s-
- 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.
- 1954-
- 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 maquiladors 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.

1978-

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.

1980-

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Californians pass Proposition 187 with 59 percent of the vote. The initiative bans undocumented immigrants from receiving public education and public benefits such as welfare and subsidized health care, except in emergency circumstances; makes it a felony to manufacture, distribute, sell, or use false citizenship or residence documents; and requires teachers, doctors, and other city, county, and state officials to report suspected and apparent illegal aliens to the California attorney general and the Immigration and Naturalization Service (INS). Governor Pete Wilson issues an executive order for state officials to begin following the initiative by cutting off government services to undocumented

pregnant women and nursing home patients. On November 9, 1994, eight lawsuits are filed in state and federal courts protesting the measure.

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

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

Federal Judge Mariana Pfaelzer rules that Proposition 187 is unconstitutional.

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

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

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

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

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

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

The Clinton administration okays expanded American travel to Cuba, approving direct charter flights from Los Angeles and New York. Tourists are still not allowed to travel to Cuba, but humanitarian-aid workers (including family members), athletes, scholars, teachers, researchers, journalists, and

government officials make up the estimated 140,000 passengers from the United States to Cuba in 1999.

New York Hispanic leaders criticize Hilary Rodham Clinton, probable Democrat candidate for U.S. Senate. Clinton had proposed that her husband, President Bill Clinton, should withdraw his clemency offer for 16 imprisoned members of the Puerto Rican Armed Forces of National Liberation (FALN), which was linked to more than 100 U.S. bombings. U.S. Representative José Serrano states that he withdraws his support for her, voicing the common complaint that Mrs. Clinton did not consult with the Puerto Rican leaders or try to understand the situation before making her statement. Many leaders express the sentiment that the Hispanic community is too significant a vote in New York to be ignored.

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

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

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

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

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

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

- 2003 Hispanics are pronounced the nation's largest minority group — surpassing blacks — after new Census figures are released showing the U.S. Hispanic population at 37.1 million as of July 2001.
- Cuban-born Nilo Cruz becomes the first Hispanic playwright to win the Pulitzer for drama for his play *Anna in the Tropics*, about Cuban Americans working in an Ybor City cigar factory in 1929 Tampa.
- 2004 President George W. Bush appoints Carlos M. Gutierrez to the position of Secretary of Commerce.
- 2005 Alberto Gonzales is confirmed as attorney general of the United States.
- December - The U.S. House of Representatives passes a bill (H.R. 4437) intended to strengthen enforcement of immigration laws and enhance border security. The law would impose criminal penalties on aliens who illegally enter the United States, require employers to verify employment eligibility, and authorize the construction of fences along the U.S.-Mexico border. Opponents fear that the legislation will result in unfair treatment of immigrants, particularly in communities along the Mexican border, and create new roadblocks to gaining citizenship. The bill is sent to the Senate.
- 2006 According to the Census Bureau, the number of Hispanic-owned businesses grew three times faster than the national average for all U.S. businesses.
- Thousands of people join rallies in cities across the country to protest proposed immigration reform. The protests, organized by labor, civil rights

Source: [http://www.gale.com/free\\_resources/chh/timeline/1971.htm](http://www.gale.com/free_resources/chh/timeline/1971.htm)

## **Hispanic Heritage Activities**

# ARGENTINA flag

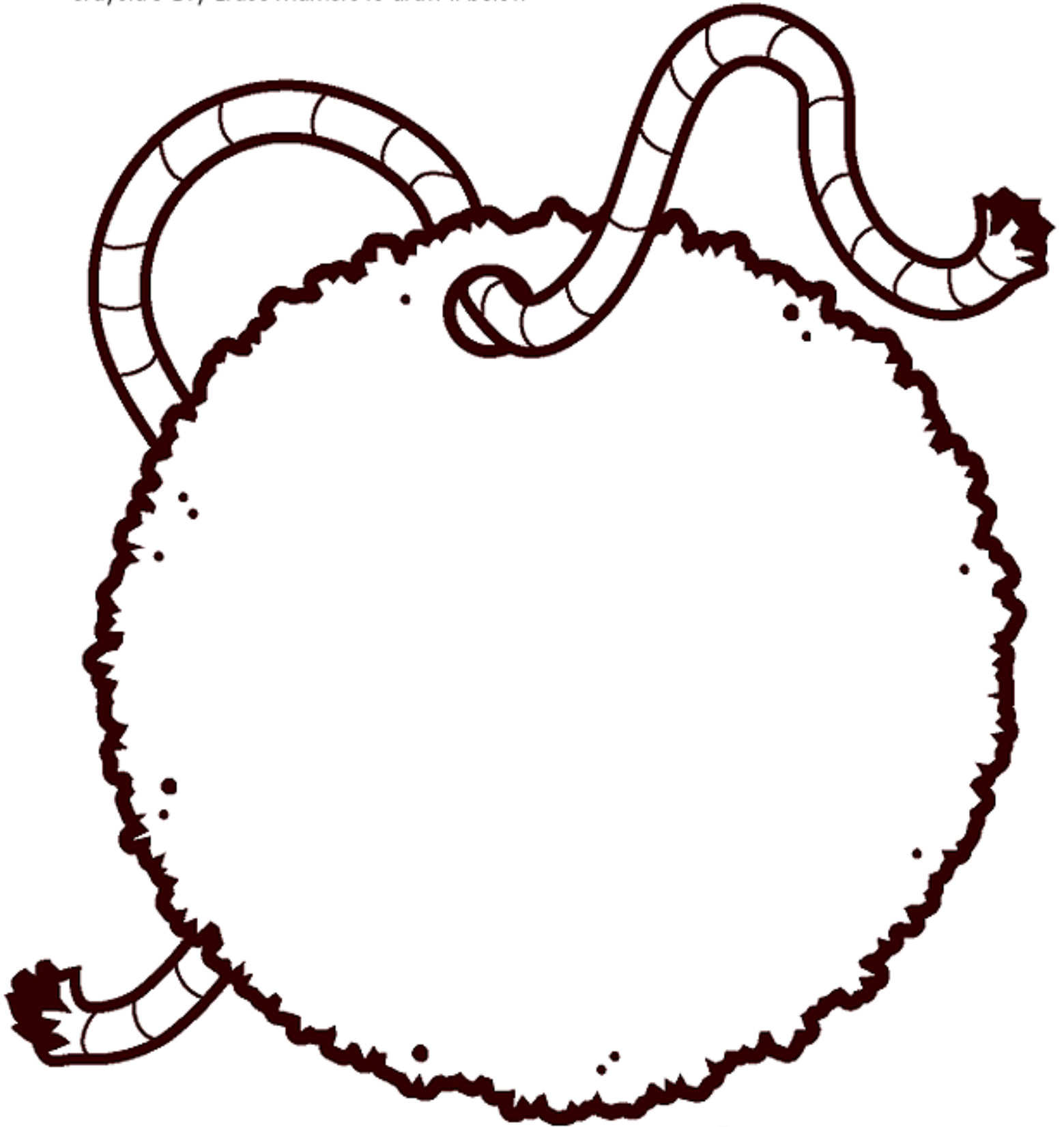


To color the flag of **Argentina**, use Crayola® crayons, markers, or colored pencils. Color the shapes numbered 1 in sky blue. Color the sun yellow. Leave the rest of the flag white.

**Did you know?** Argentina declared its independence from Spain on July 9, 1816. The country is located along South America's east coast. Beef and sheep are raised in the **pampas**, which is open, rolling grassland. Argentina's capital is **Buenos Aires**.

# Aztec Medallion

Quetzalcoatl, pronounced ket-sul-KO-ah-tul, was an Aztec spirit with the body of a bird and the head of a serpent. Imagine what the Aztecs thought Quetzacoatl looked like, and use Crayola® Dry-Erase Markers to draw it below



**Quetzalcoatl**

# BOLIVIA

## flag

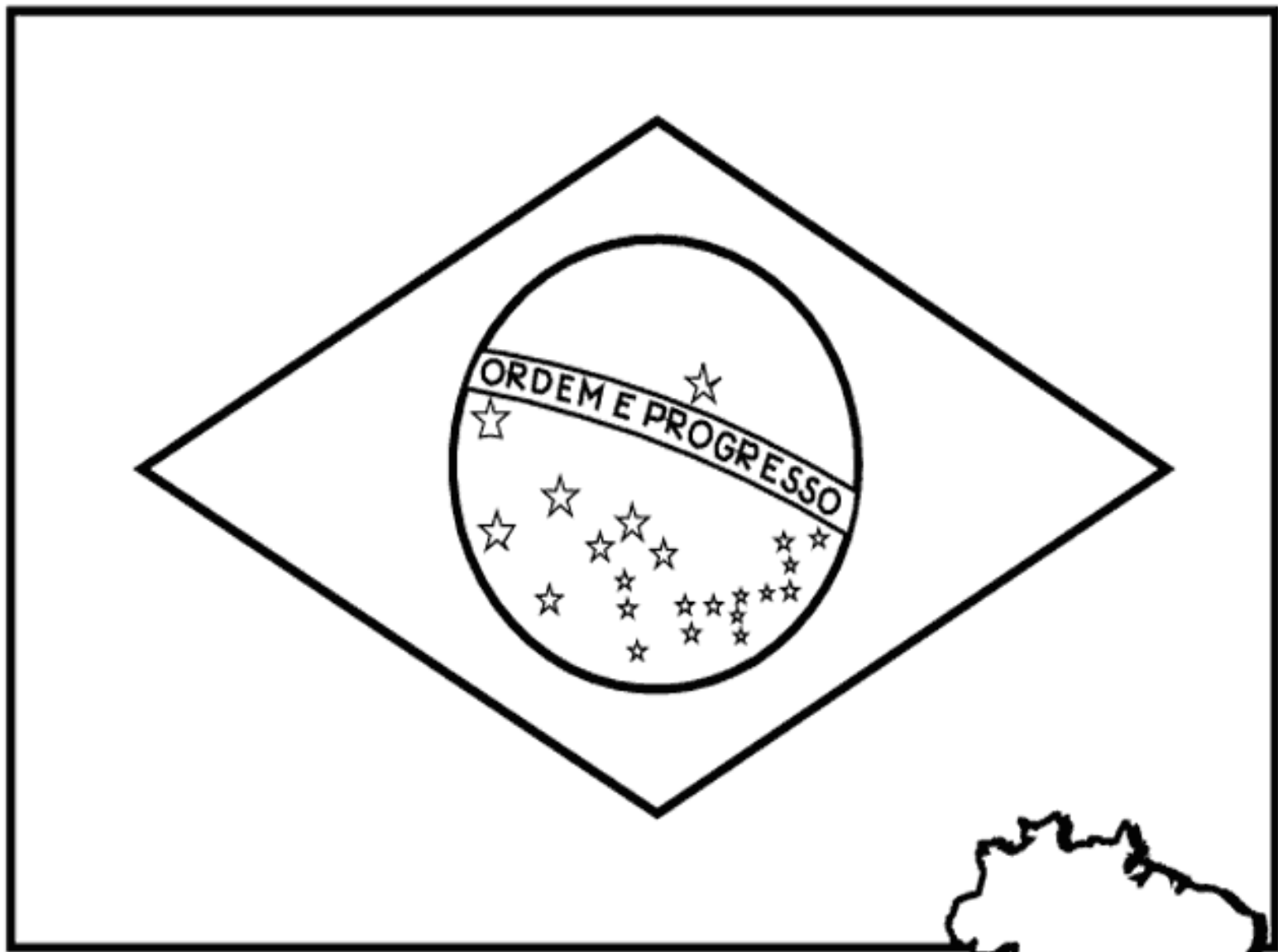


To color the flag of Bolivia, use Crayola® crayons, colored pencils or markers. Color the top stripe and circle orange and the bottom stripe green.

### **Did you know?**

Bolivia was named after the independence fighter Simon Bolivar, and is located in Central South America. Bolivia gained its independence from Spain on August 6, 1825, and currently has a population of over eight million people.

# BRAZIL flag & map

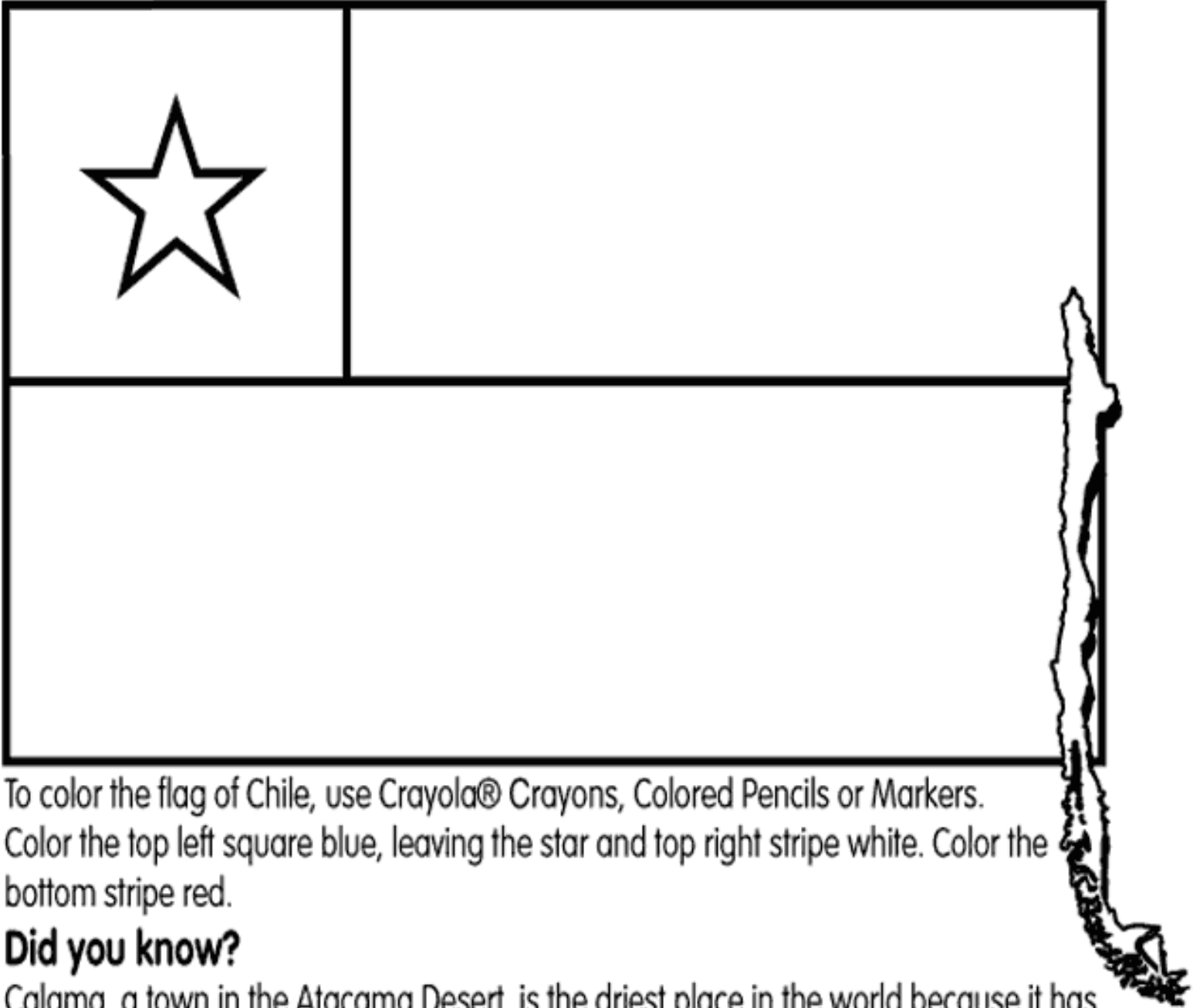


To color the flag of Brazil, use Crayola® Crayons, Colored Pencils or Markers. Color the diamond yellow, the circle blue, and the outside green. Leave the stars white.

## Did you know...?

Brazil is the largest and most populated country in South America. Brazil also has some of the largest animals in the world; the largest snake, anaconda, the largest ant, and the largest spider.

# CHILE flag & map



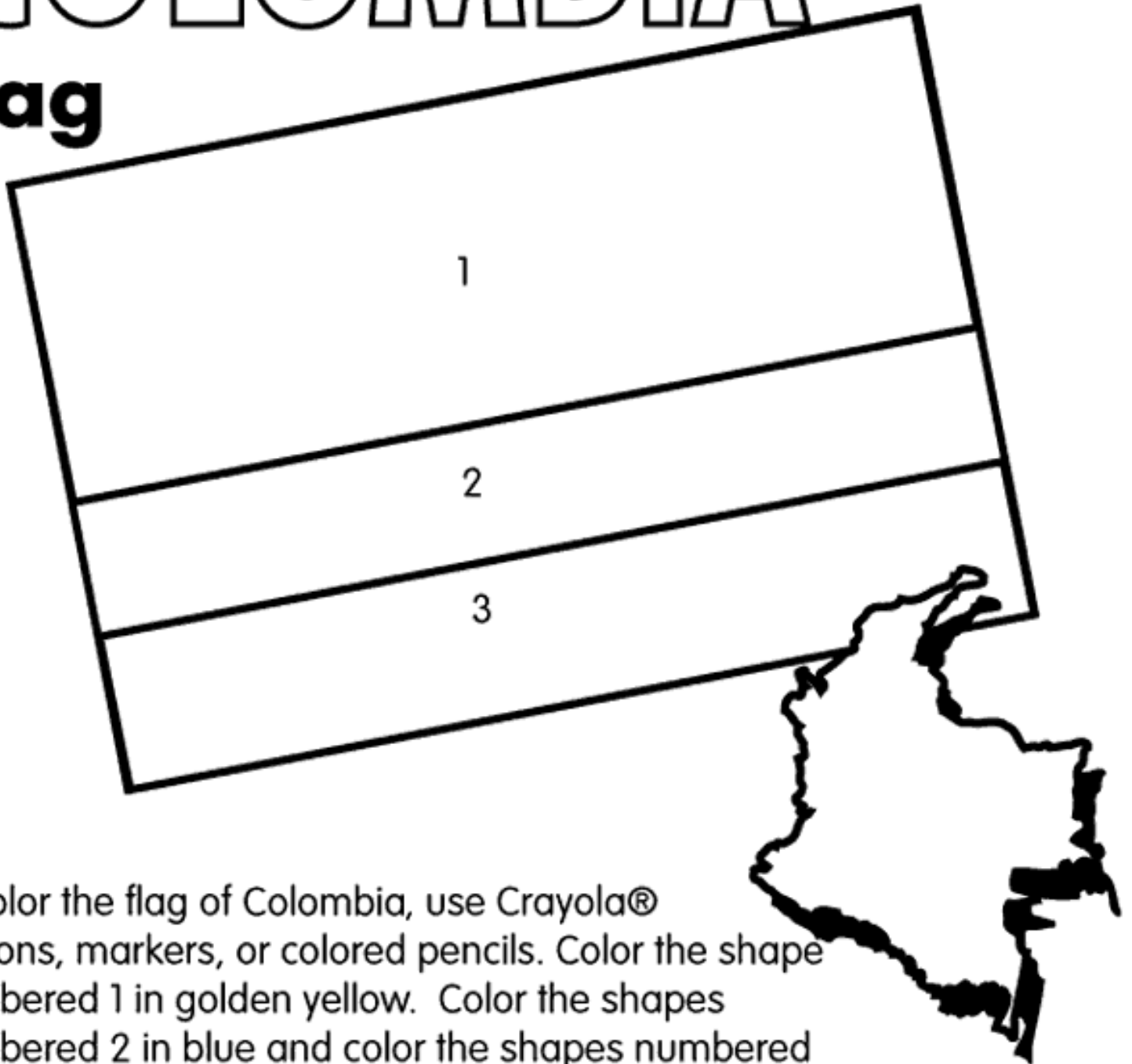
To color the flag of Chile, use Crayola® Crayons, Colored Pencils or Markers. Color the top left square blue, leaving the star and top right stripe white. Color the bottom stripe red.

## Did you know?

Calama, a town in the Atacama Desert, is the driest place in the world because it has never rained there. Chileans' favorite pizza toppings are mussels and clams.

# COLOMBIA

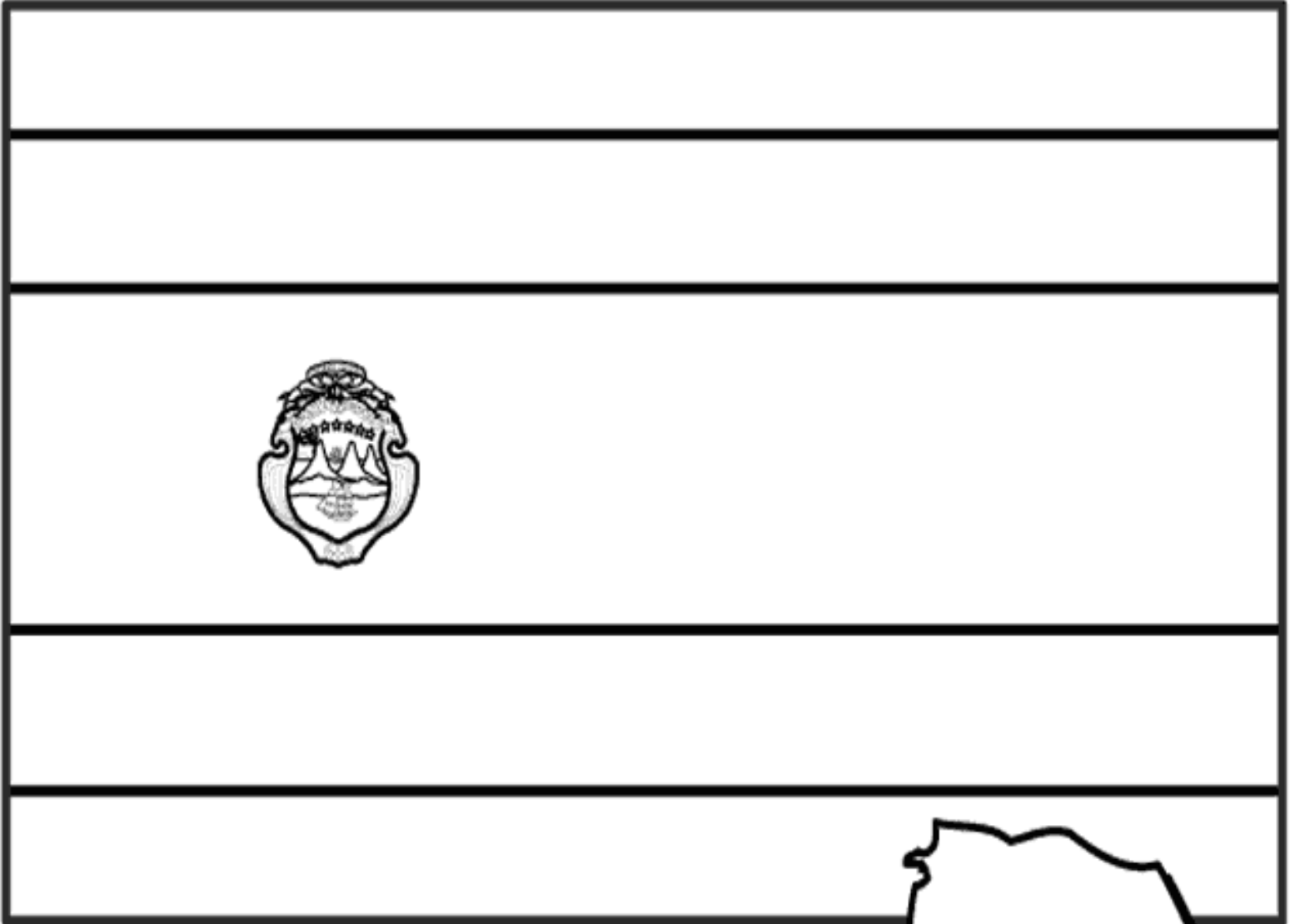
## flag



To color the flag of Colombia, use Crayola® crayons, markers, or colored pencils. Color the shape numbered 1 in golden yellow. Color the shapes numbered 2 in blue and color the shapes numbered 3 red. Leave the rest of the flag white.

**Did you know?** Bogota, Colombia saw the beginning of the independence movement against Spain on July 20, 1810. Nine years later, the movement attained success with Simon Bolivar's defeat of the Spanish. Colombia is located in the northern Andean mountains, on the west coast of South America. Its capitol is Bogota.

# COSTA RICA flag & map



To color the flag of Costa Rica, use Crayola® Crayons, Colored Pencils or Markers. Color the top and bottom stripes blue, the middle stripe red, and leave the two stripes above and below the red stripe white.

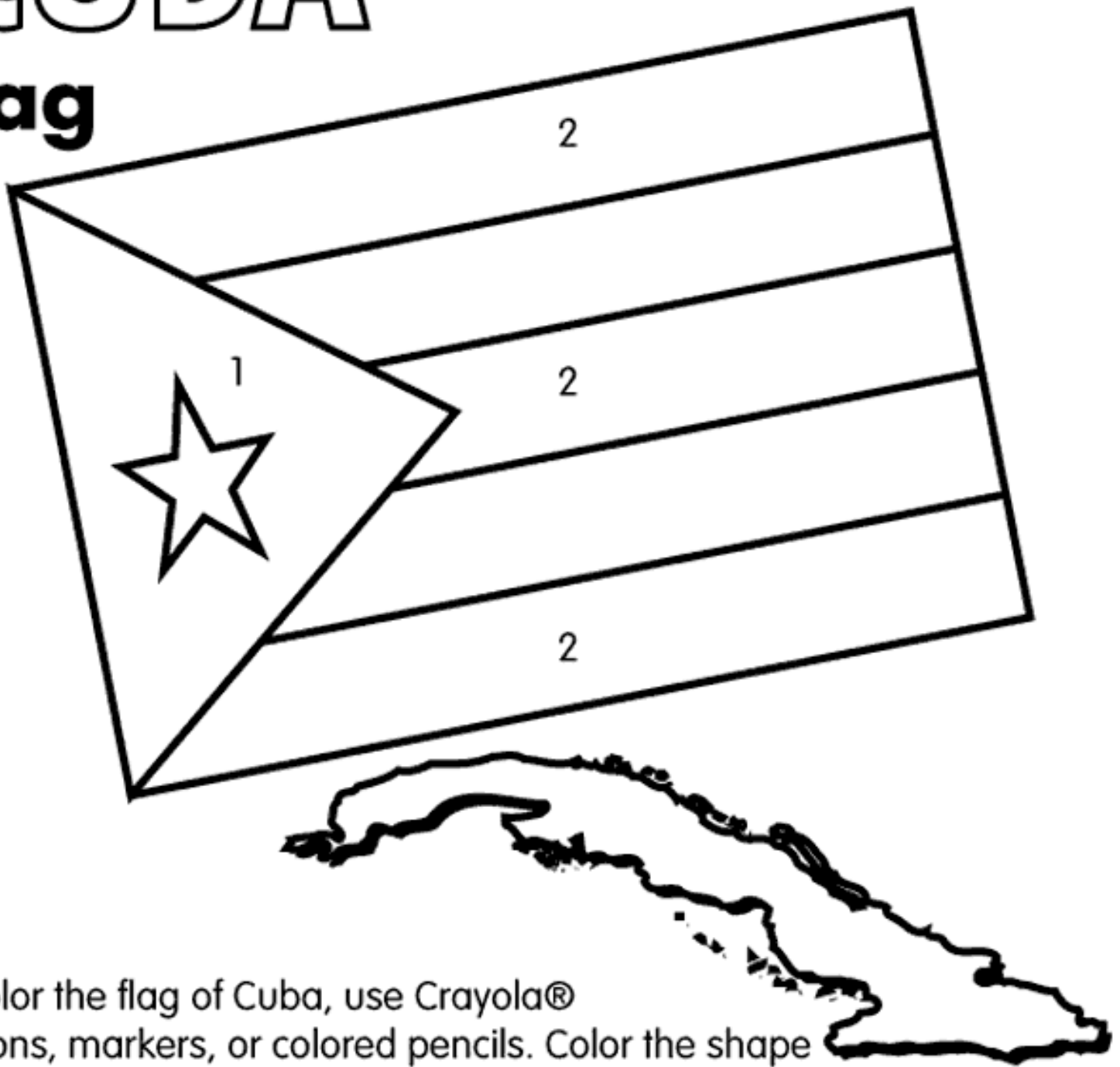
## Did you know...?

Costa Rica is located in Central America. The spiny-tailed iguana lives in Costa Rica and is the world's fastest reptile.



# CUBA

## flag

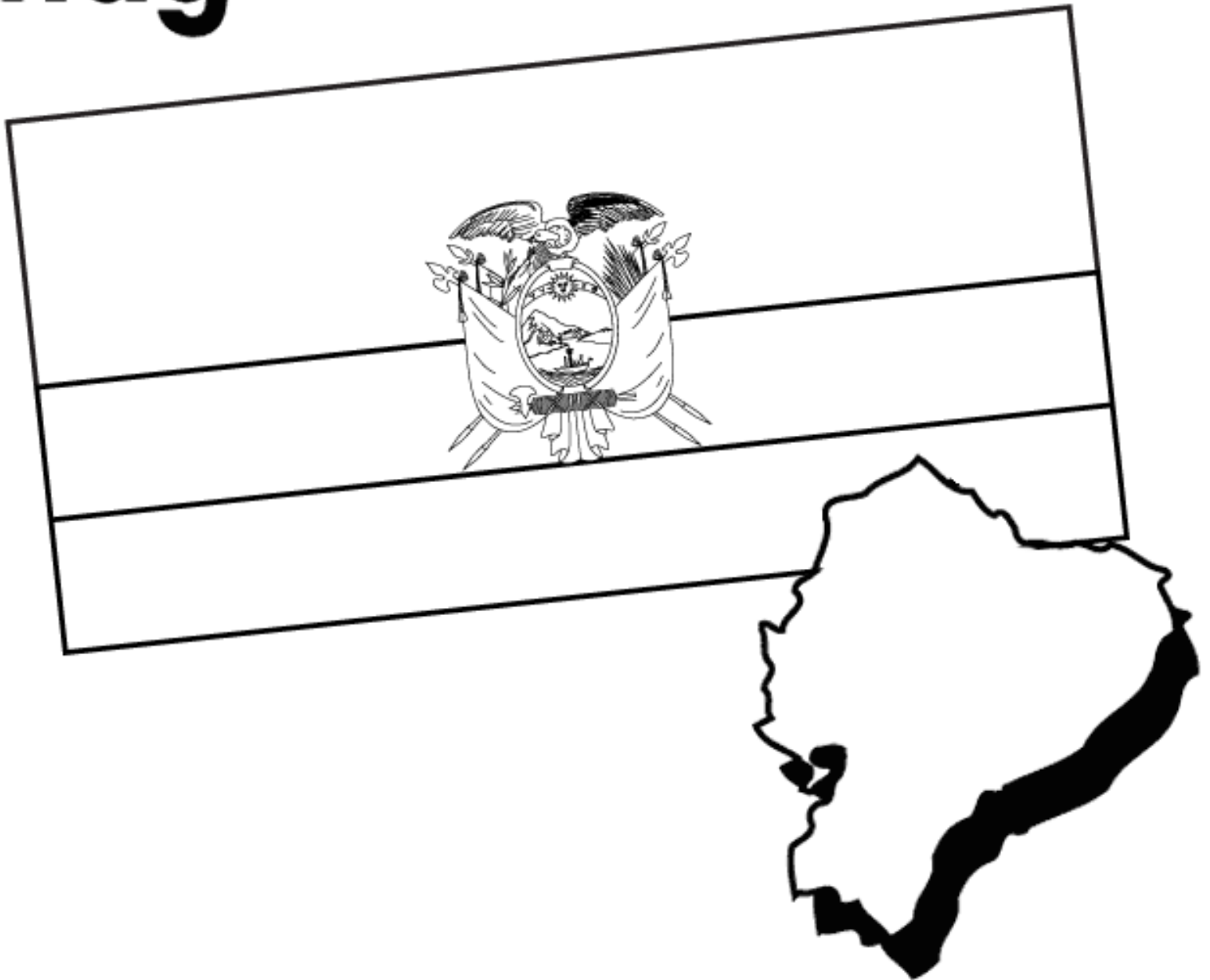


To color the flag of Cuba, use Crayola® crayons, markers, or colored pencils. Color the shape numbered 1 red. Color the shape numbered 2 blue. Leave the rest of the flag white.

**Did you know?** Fidel Castro's revolution began on July 26, 1953, in Cuba. Cuba is the largest island in the Caribbean. Spanish is the official language of this tropical nation.

# ECUADOR

## flag



Use Crayola crayons, markers, or colored pencils to color the flag of Ecuador. The top stripe should be yellow, the middle stripe blue, and the bottom stripe red. The seal should be red, yellow, blue, green, white, and brown.

### **Did you know?**

Many artifacts have been found in Ecuador dating as early as 3,500 B.C.E. This community grew and created large cities along the coast by 500 B.C.E. These people created some of the oldest known pottery.

# EL SALVADOR **flag & map**



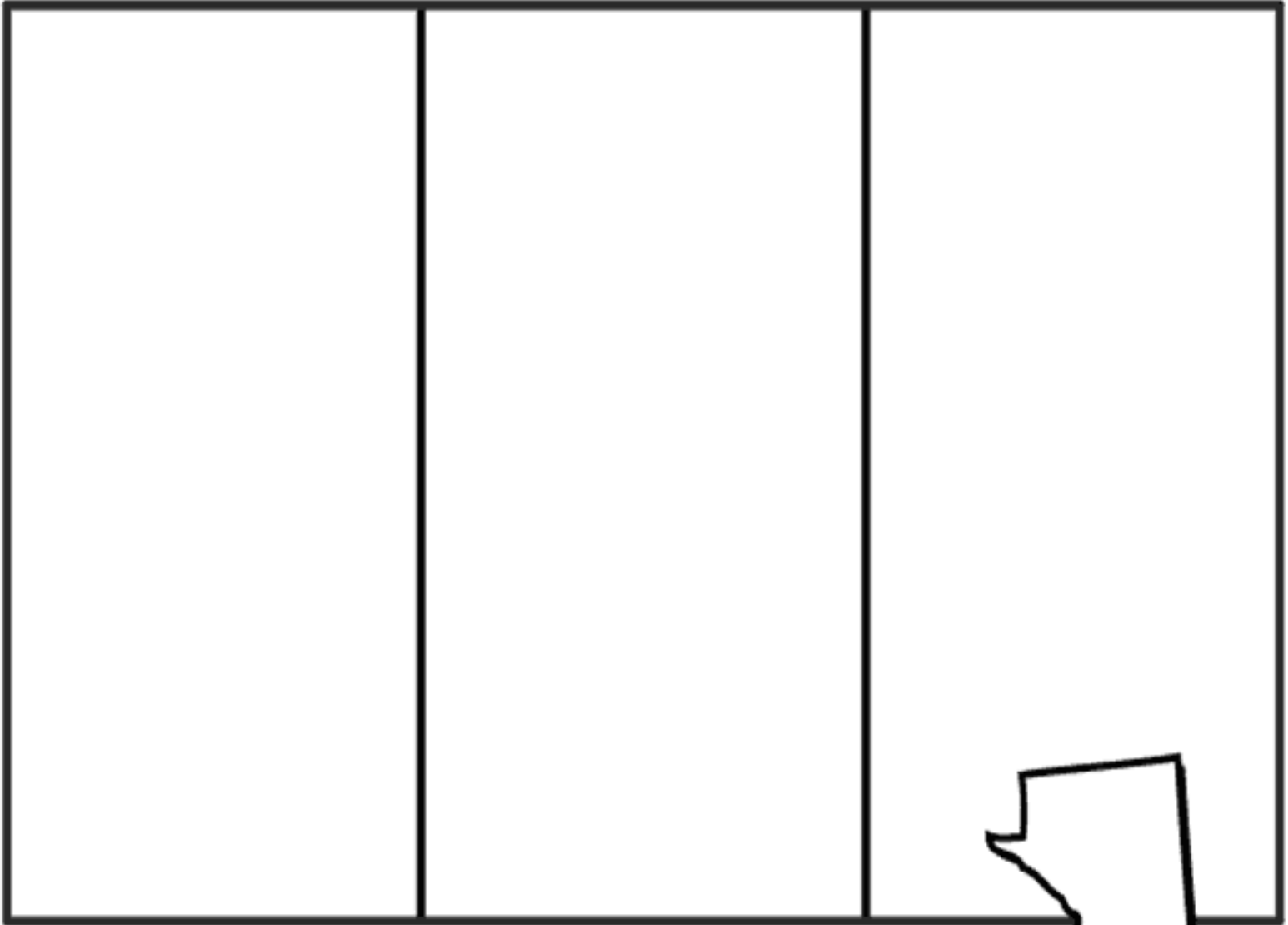
To color the flag of El Salvador, use Crayola® Crayons, Colored Pencils or Markers. Color the top and bottom stripes blue and leave the middle stripe white.

## **Did you know...?**

El Salvador is the only Central American country not to border along the Caribbean Sea. Its agricultural products are corn, rice, sugar, and especially coffee.



# GUATEMALA flag & map



To color the flag of Guatemala, use Crayola® Crayons, Colored Pencils or Markers. Color the left and right stripes blue and leave the middle stripe white.

## Did you know...?

Guatemala is located in Central America. Guatemala's climate is very tropical and is humid in the low areas and cooler in the mountains. There are several active volcanoes in the mountains.



# HONDURAS **flag and map**



To color the flag of Honduras, use Crayola® Crayons, Colored Pencils or Markers. Color the stars and top and bottom stripes blue, leaving the rest white.



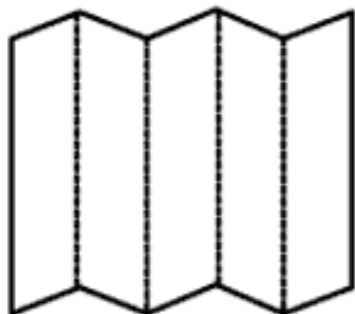
## **Did you know...?**

Honduras is located in Central America. The country's official name is Republic of Honduras. The stars on the flag represent the members of the former Federal Republic of Central America. These members were Costa Rica, El Salvador, Guatemala, Honduras, and Nicaragua.

# MEXICAN FESTIVAL FLAGS

Print out many copies of this page for a lot of flags. Decorate the flag below with Crayola® Crayons or Markers. Make an accordion (fan) fold along the dotted lines. Cut along the sides and bottom like a snowflake. Unfold and hang up for a party.

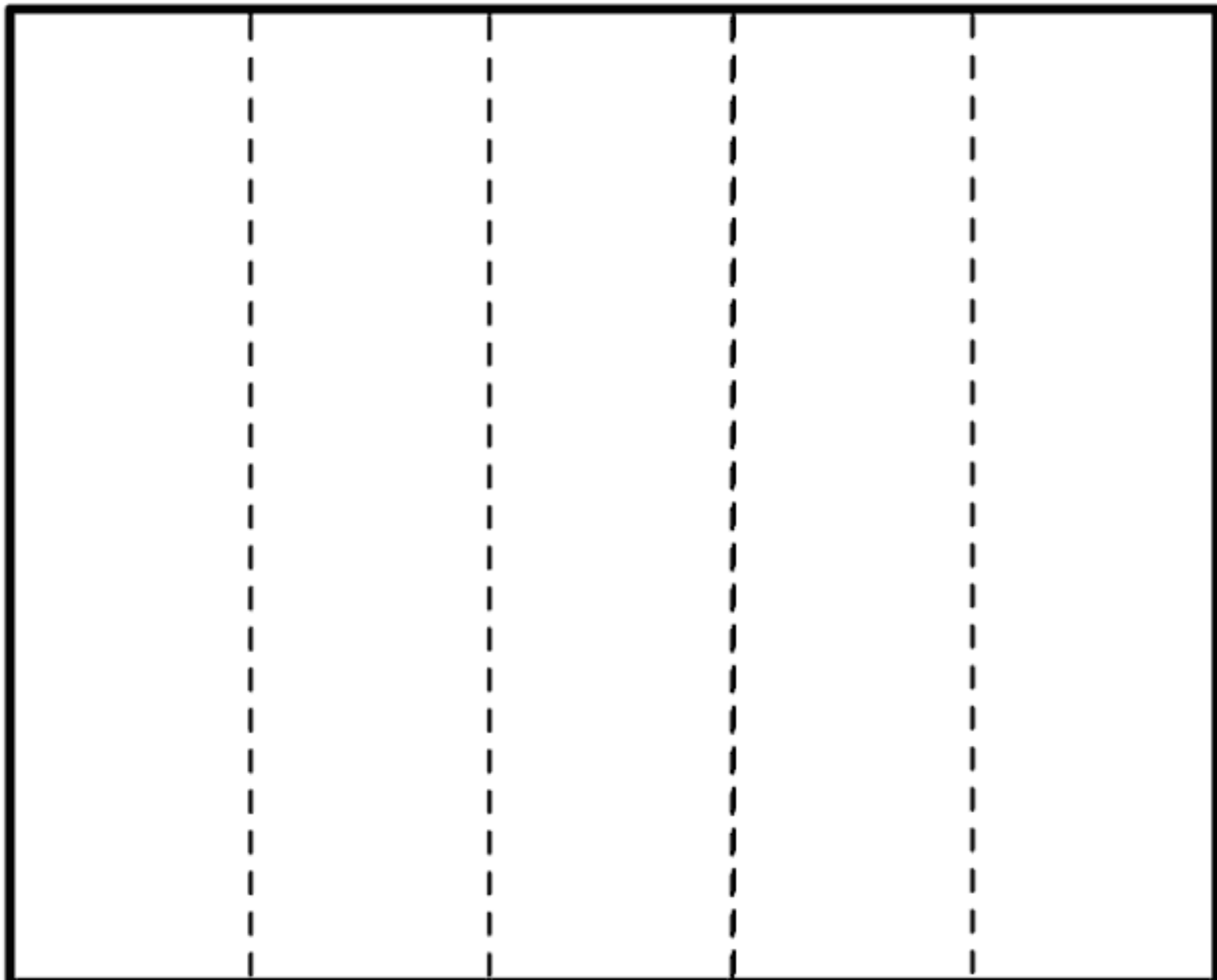
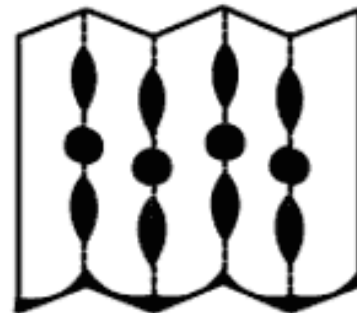
Fold



Cut

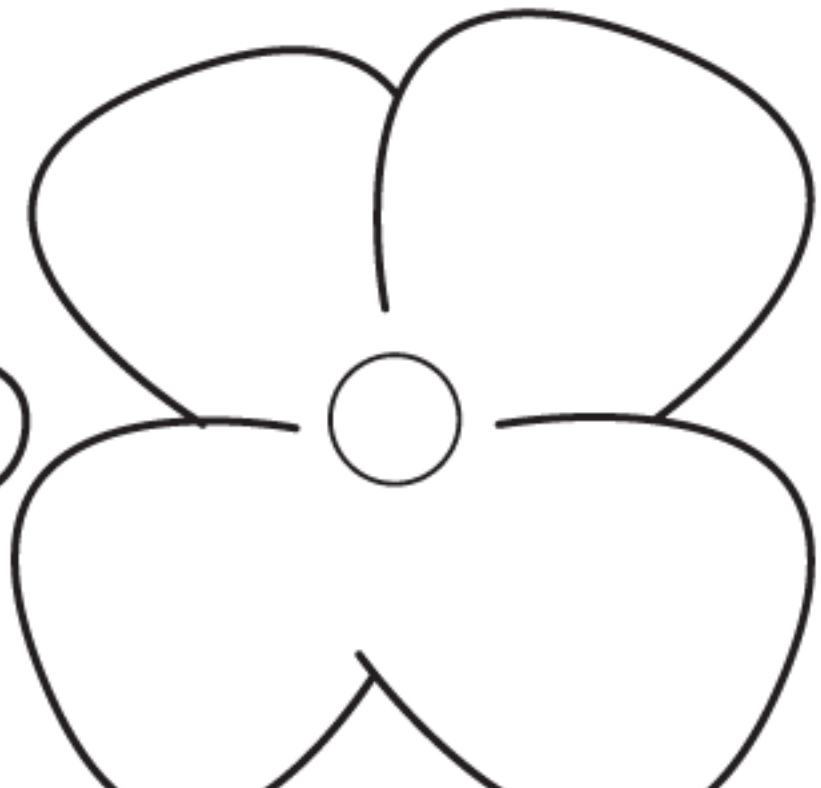
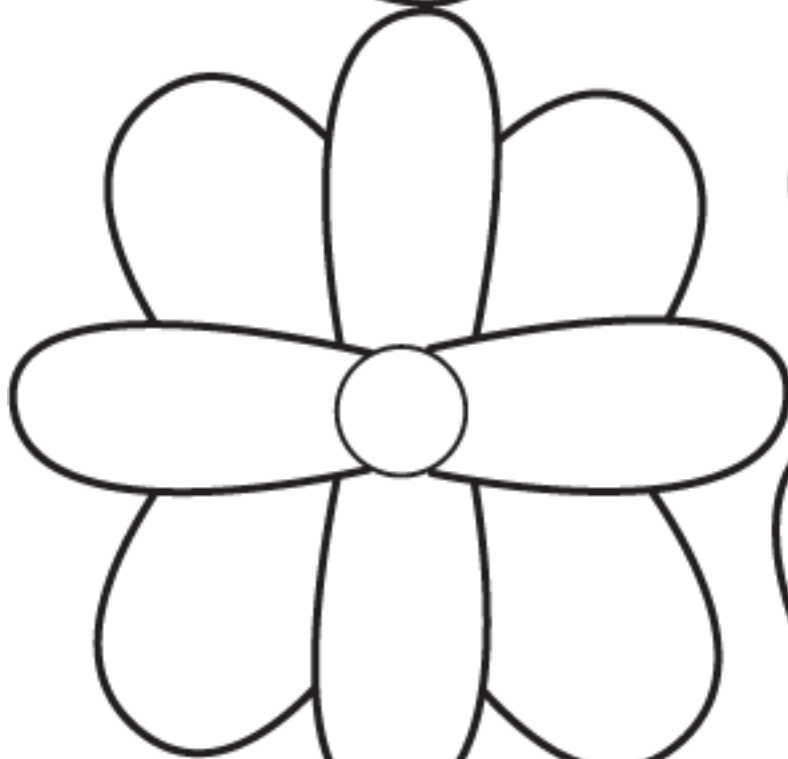
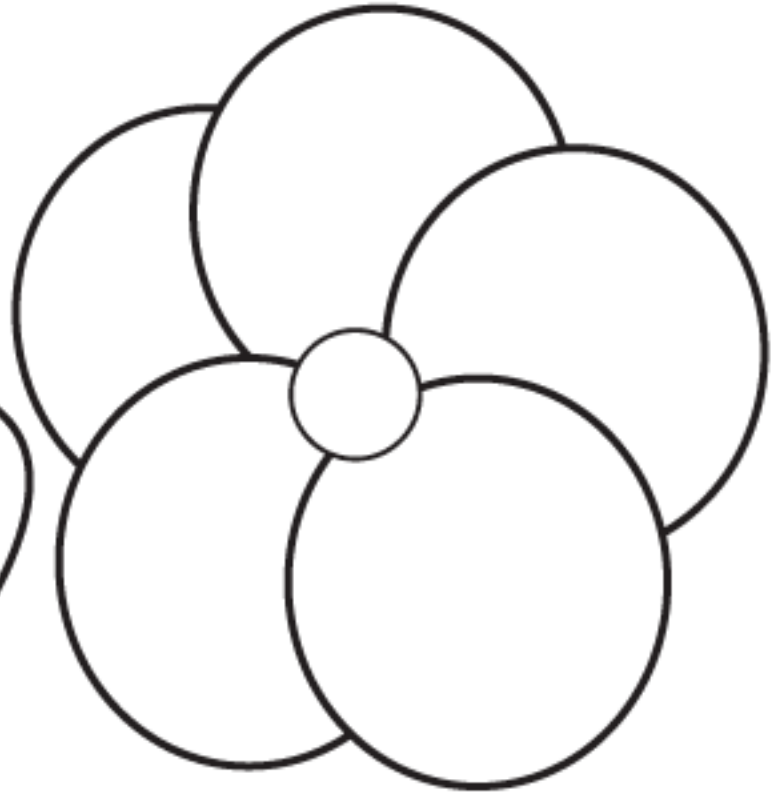
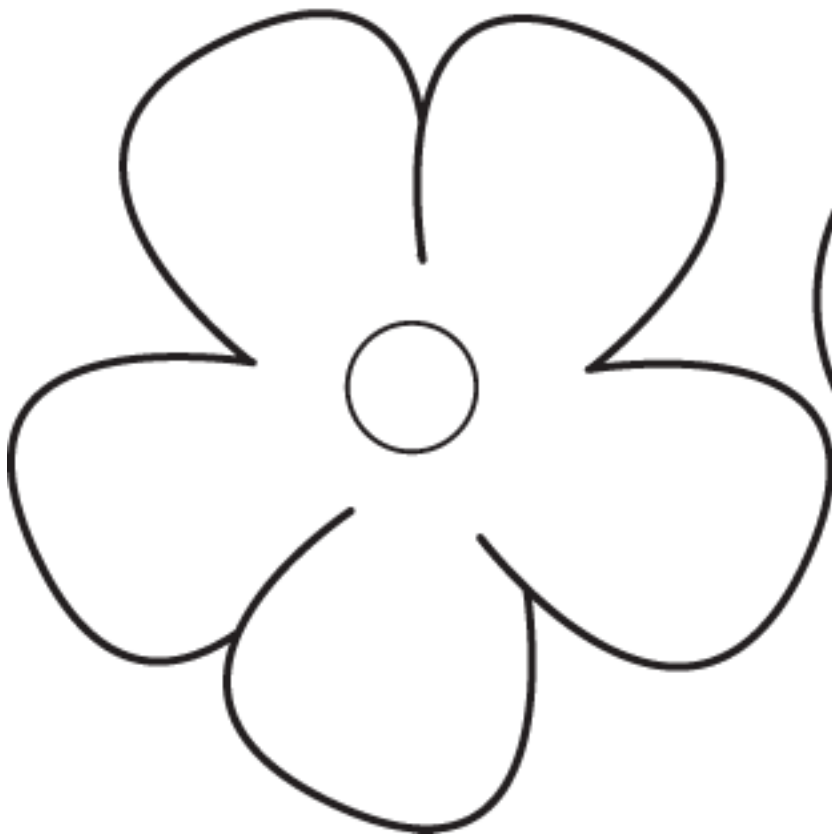


Unfold



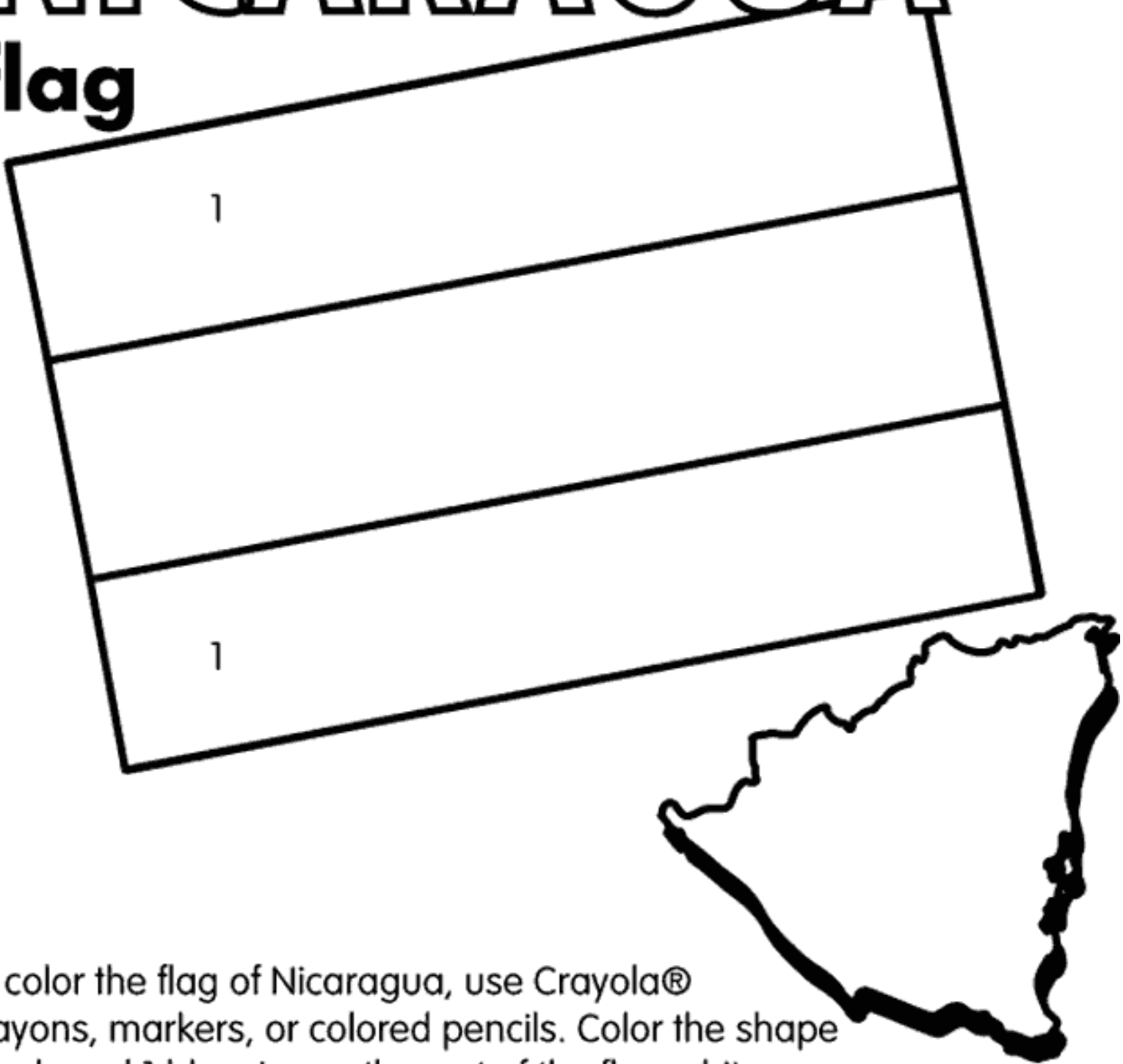
# Mini Floral Piñata

Clean out an empty milk or juice carton and have an adult cut it in half lengthwise. Fill one side with candies or small toys, then tape the two sides back together to create your piñata. Print out a bunch of copies of this page. Color the flowers with Crayola® crayons or markers, then have an adult cut them out. Glue lots of paper flowers to the mini piñata, overlapping them until the entire carton is covered. After the glue dries, hang up the piñata and take turns with a friend trying to crack it open.



# NICARAGUA

**flag**

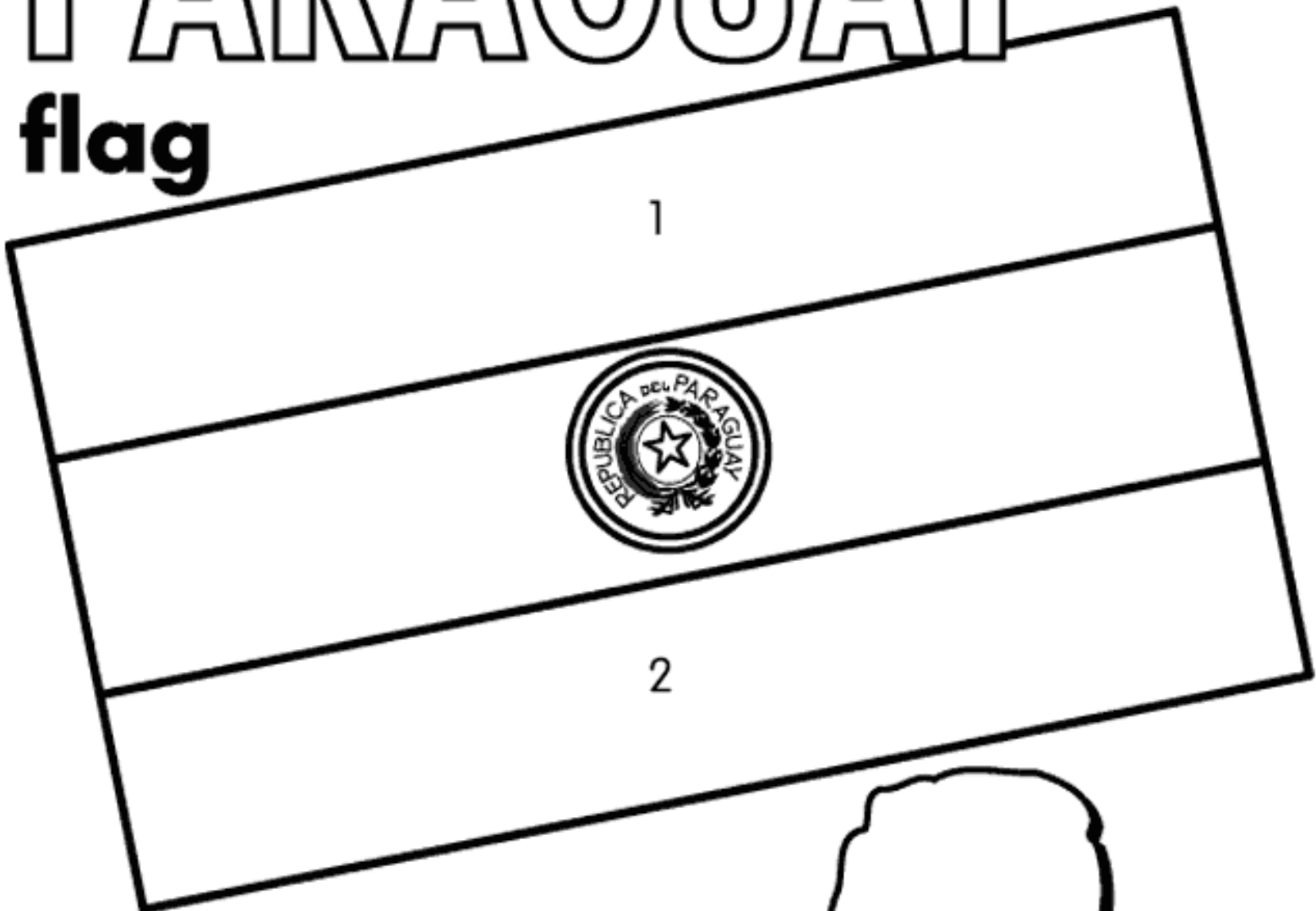


To color the flag of Nicaragua, use Crayola® crayons, markers, or colored pencils. Color the shape numbered 1 blue. Leave the rest of the flag white.

**Did you know?** Nicaraguans celebrate the day the National Liberation Army claimed victory on July 19, 1979. Located in Central America, Nicaraguans speak Spanish. Nicaragua's climate is tropical.

# PARAGUAY

## flag



To color the flag of Paraguay, use Crayola® crayons, markers, or colored pencils. Color the shape numbered 1 in red. Color the shapes numbered 2 in blue and color the star golden yellow. Leave the rest of the flag white.



**Did you know?** May 15th commemorates Paraguay's independence from Spain, attained in 1811.

# PERU

## flag

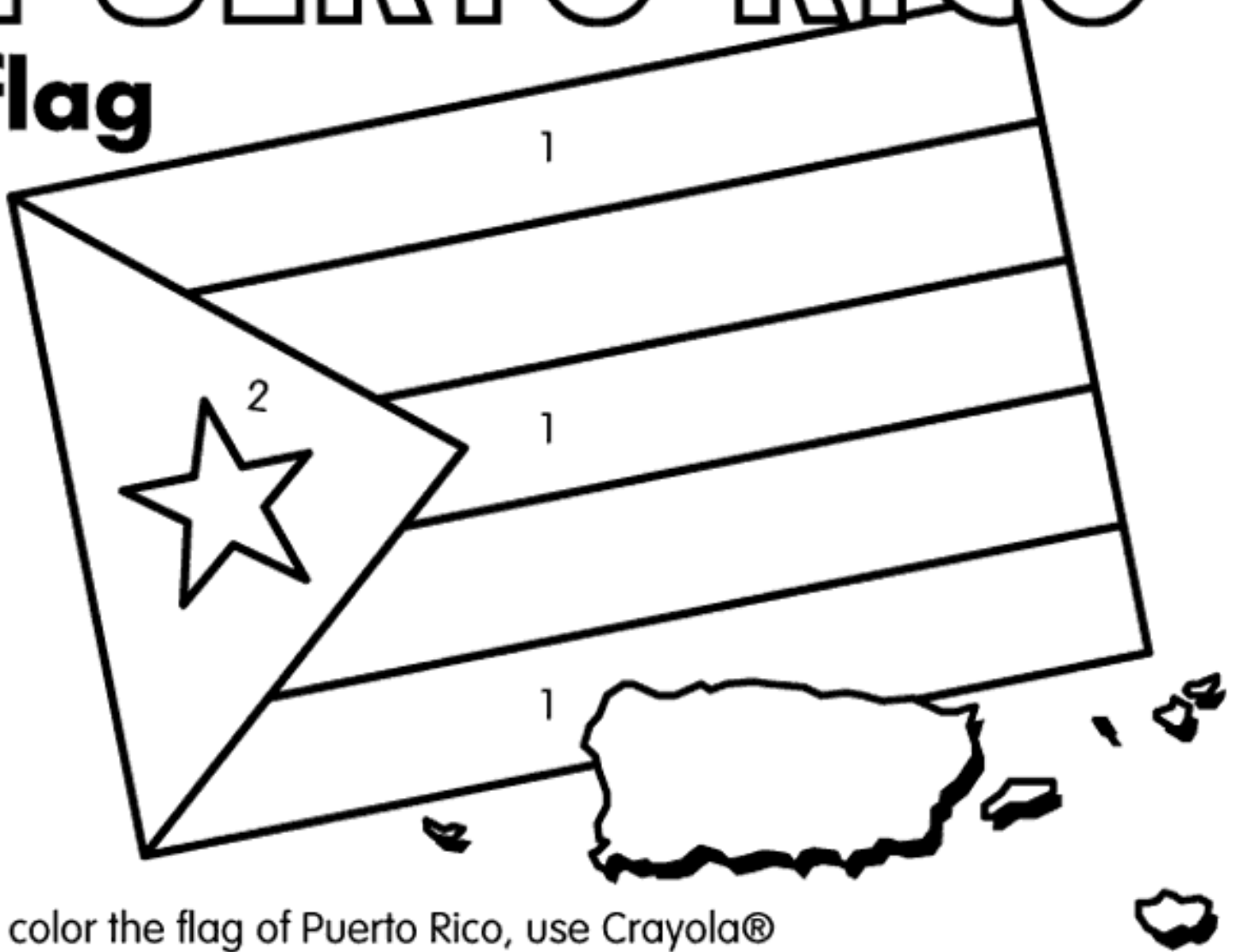


To color the flag of Peru, use Crayola® crayons, markers, or colored pencils. Color the shape numbered 1 red. Leave the rest of the flag white.

**Did you know?** Celebrate Peru's independence from Spain, declared on July 28, 1821, and realized in 1824. The Andes mountains run all along this coastal country in South America, where Spanish is one of three official languages.

# PUERTO RICO

## flag



To color the flag of Puerto Rico, use Crayola® crayons, markers, or colored pencils. Color the shapes numbered 1 red. Color the shape numbered 2 blue. Leave the rest of the flag white.

**Did you know?** July 25th is Constitution Day in Puerto Rico because on this date in 1952 this island in the West Indies became a self-governing commonwealth of the United States. Puerto Rican people have Taino, Spanish, and African heritage. Columbus landed on the island in 1493 and named it San Juan. San Juan became the name of Puerto Rico's capital when the island's name was changed to Puerto Rico, which means Rich Port.

# URUGUAY

## flag



To color the flag of the Uruguay, use Crayola® Crayons, Colored Pencils or Markers. Color the sun yellow and the stripes cornflower blue. Leave the rest white.

### **Did you know?**

Uruguay is located in southern South America. It is slightly smaller than the U.S. state of Washington.

## INTERNET RESOURCES

- **Hispanic Americans In Congress: 1822-1995**  
Government website that highlights the contributions of Hispanic Americans in Congress  
<http://lcweb.loc.gov/rr/hispanic/congress/index.html>
- **Hispanic Reading Room/The Library of Congress**  
Primary documents and an extensive library of resource material  
[www.loc.gov/rr/hispanic](http://www.loc.gov/rr/hispanic)
- **Scholastic Magazine/Celebrate Hispanic Heritage**  
Lesson plans and activities to celebrate Hispanic Heritage  
<http://teacher.scholastic.com/activities/hispanic/>
- **National Register of Historic Places/Hispanic History**  
Lesson plans that incorporate important aspects of Hispanic history based on historical sites listed in the National Register of Historic Places  
[www.cr.nps.gov/nr/featre/hispanic](http://www.cr.nps.gov/nr/featre/hispanic)
- **The History Channel International**  
Study guides in Spanish related to Hispanic American history  
[www.historyinternational.com/classroom](http://www.historyinternational.com/classroom)
- **A&E Classroom**  
A&E classroom is an hour long, commercial-free, copyright cleared programming block that airs Monday-Friday in the U.S. from 7-8 am EST. In October you will find various programs related to Hispanic studies, including biographies on Pancho Villa, Fidel Castro, Evita, Pablo Picasso, Che Guevarra, Ponce de Leon, etc.  
[www.aetv.com/class/teach](http://www.aetv.com/class/teach)

- **WLRN Public Television**

Check their schedule for a list of programming specials in September and October that highlight Hispanic culture and music.

[www.wlrn.org](http://www.wlrn.org)

- **Miami-Dade Public Library System**

Celebrate Hispanic Heritage with the Miami-Dade County Public Library System. Experience the rich traditions of Latin America through art, dance, and music in a series of events scheduled throughout the months of October and November. For dates, times and locations call 305-375-5016 or

[www.mdpls.org](http://www.mdpls.org).

- **Division of Historical Resources [Florida Department of State]:**

<http://dhr.dos.state.fl.us>

This website has links to the Bureau of Archaeological Research, the Bureau of Historic Preservation, and other resources.

The School Board of Miami-Dade County, Florida, adheres to a policy of nondiscrimination in employment and educational programs/activities and programs/activities receiving Federal financial assistance from the Department of Education, and strives affirmatively to provide equal opportunity for all as required by:

**Title VI of the Civil Rights Act of 1964** - prohibits discrimination on the basis of race, color, religion, or national origin.

**Title VII of the Civil Rights Act of 1964**, as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

**Title IX of the Education Amendments of 1972** - prohibits discrimination on the basis of gender.

**Age Discrimination in Employment Act of 1967 (ADEA)**, as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40.

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**Section 504 of the Rehabilitation Act of 1973** - prohibits discrimination against the disabled.

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**The Family and Medical Leave Act of 1993 (FMLA)** - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons.

**The Pregnancy Discrimination Act of 1978** - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

**Florida Educational Equity Act (FEEA)** - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

**Florida Civil Rights Act of 1992** - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

**School Board Rules 6Gx13- 4A-1.01, 6Gx13- 4A-1.32, and 6Gx13- 5D-1.10** - prohibit harassment and/or discrimination against a student or employee on the basis of gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, pregnancy, or disability.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.