



# Conquerors and Victims: An Exploration of Race, Identity, and Advocacy through Latino History

THE ALMA PROJECT  
*A Cultural Curriculum Infusion Model*



Denver Public Schools

In partnership with Metropolitan State College of Denver



THE ALMA PROJECT  
*A Cultural Curriculum Infusion Model*

Conquerors and Victims:  
An Exploration of Race, Identity,  
and Advocacy through Latino History

By Arthur L. Campa Ph.D., and Ellen J. Campa, and Steve Garner

Grades: 11–12

Implementation Time: 8 weeks

Published 2003

Denver Public Schools, Denver, Colorado

The Alma Curriculum and Teacher Training Project

Loyola A. Martinez, Project Director

# **Conquerors and Victims: An Exploration of Race, Identity, and Advocacy through Latino History**

## **Unit Concepts**

- ◆ Identity and Self Concept
- ◆ Evolution of the Concept of Race
- ◆ Role of Race in Colonization and Socio-cultural Development
- ◆ Mexican American Civil Rights Movement
- ◆ Individual and Organizational Approaches to Advocacy
- ◆ Analogy and Metaphor
- ◆ Demographic Change

## **Standards Addressed by this Unit**

### **CIVICS**

Students know the structure and function of local, state, and national government and how citizen involvement shapes public policy.(C2)

Students understand how citizens exercise the roles, rights, and responsibilities of participation in civic life at all levels—local, state and national.(C4)

### **GEOGRAPHY**

Students know how to use and construct maps and other geographic tools to locate and derive information about people, places and environments.(G1)

Students know the physical and human characteristics of places and used this knowledge to define and study regions and their patterns of change.(G2)

Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.(G4)

### **HISTORY**

Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.(H1)

Students know how to use the processes and resources of historical inquiry.(H2)

Students understand that societies are diverse and have changed over time.(H3)

Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.(H4)

Students understand political institutions and theories that have developed and changed over time.(H5)

Students know that religious and philosophical ideas have been powerful forces throughout history.(H6)

Students use appropriate technologies to obtain historical information; to study and/or model historical information and concepts; and to access, process, and communicate information related to the study of history.(H7)

## READING AND WRITING

Students read and understand a variety of materials.(RW1)

Students will write and speak for a variety of purposes and audiences.(RW2)

Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling.(RW3)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing.(RW4)

Students read to locate, select, evaluate, and make use of relevant information from a variety of media, reference, and technological sources.(RW5)

## Introduction

This unit of study provides an avenue in which to study racial relations as they pertain to Mexican Americans, also known as Latinos, Chicanos, and Hispanics, in Colorado and throughout the Southwest United States. Social issues have foundations in history. The history from the first contact between the native peoples of Mexico and the *conquistadores* from Spain have left a legacy of racial nomenclature. Cultural paradigms are explored as they pertain to change over time and their relationship to how societies have evolved and function in the present time. The primary focus for this study is transitional change with an emphasis on the history of the 1960s, a time of tremendous change in the social climate of the United States.

## Implementation Guidelines

This unit's target population is an 11th or 12th grade history or civics class with strong inclusion of reading and writing exercises. A variety of materials and resources will be used to satisfy different learning styles and provide students with opportunities to demonstrate their mastery of the objectives in each lesson.

## Instructional Materials and Resources

**The following resources and materials are required for implementation of this unit.**

*Chicano! History of the Mexican American Civil Rights Movement* (video set), Tape/Episode 4: "Fighting for Political Power"

*From Indians to Chicanos: The dynamics of Mexican-American Culture* by James Diego Vigil

*Harvest of Empire: A History of Latinos in America* by Juan Gonzalez

*I Am Joaquin: An Epic Poem* by Rodolfo Gonzales

*L.A.R.A.S.A. Report: La Raza - Identify Yourself*, LARASA Report newsletter (June 1993)

US Government Census Tables from 1960-2000

**The following resources are suggested for teacher reference:**

*500 Years of Chicano History in Pictures / 500 Años del Pueblo Chicano* by Martinez, Elizabeth

*Chicano! The History of the Mexican American Civil Rights Movement* by F. Arturo Rosales

*Writing Poetry* by Shelley Tucker

**The following are resources and materials for each lesson:**

### Lesson 1:

Student Identity Worksheet

Student Racial Survey

Student Racial Survey Questions

Teacher and Student Vocabulary List

Student Analogies Worksheet

Student Analogy Questions Worksheet

**Lesson 2:**

*From Indians to Chicanos: The dynamics of Mexican-American Culture* by James Diego Vigil  
Teacher and Student Vocabulary List  
Student Nomenclature of the Spaniards Worksheet  
Student Fill in the Blanks Worksheet  
Student Hypothetical Family Trees Worksheet

**Lesson 3:**

*Harvest of Empire: A History of Latinos in America* by Juan Gonzalez  
Teacher and Student Vocabulary List  
Student Overview Timeline Worksheet  
Student 1500s Timeline Worksheet  
Student 1600s Timeline Worksheet  
Student 1700s Timeline Worksheet  
Student Compare and Contrast Worksheet  
Student Summary Question Worksheet

**Lesson 4:**

*From Indians to Chicanos: The dynamics of Mexican-American Culture* by James Diego Vigil  
*L.A.R.A.S.A. Report: La Raza - Identify Yourself*, LARASA Report newsletter (June 1993)  
Student Critical Thinking Worksheet  
Student Macrohistorical Evolution and the Six C's Model of Culture Change Worksheet

**Lesson 5:**

*Chicano! History of the Mexican American Civil Rights Movement* (video set), Tape/Episode 4:  
"Fighting for Political Power"  
Student Chicano Video: Key Individuals Worksheet  
Student Chicano Video: Key Groups Worksheet  
Student Chicano Video: Six C's Model Worksheet

**Lesson 6:**

*I Am Joaquín: An Epic Poem* by Rodolfo Gonzales  
*Writing Poetry* by Shelley Tucker  
Student I Am Joaquín: An Epic Poem Worksheet  
Student Essay Assignment

**Lesson 7:**

*Harvest of Empire: A History of Latinos in America* by Juan Gonzalez  
Student The Return of Juan Seguin Worksheet

**Lesson 8:**

US Government Census Tables from the website: <http://www.census.gov>  
Student Colorado's Changing Ethnic Make-Up for 1980-2000 Graphing Worksheet  
Student The United States' Changing Ethnic Make-Up for 1980-2000 Graphing Worksheet  
Student Summery Paper on the Demographic Changes in the United States from 1980 to 2000  
Worksheet

**Lesson 9:**

Access to the website: [www.larasa.org](http://www.larasa.org)  
A Brief History of the L.A.R.A.S.A. Organization handout  
Three Local Leaders in Denver handout  
Bernard "Bernie" Valdez handout

**Unit Assessment:**

Identification of Terms Paragraphs Worksheet

The Six C's Model of Sociocultural Change of the United States Today

A Look into the Future Essay Worksheet

## Lesson Summaries

**Lesson 1: Identity and Race**

The exploration and identification of race is explored. Students are introduced to key concepts and vocabulary related to identity and race. Application of analogies is emphasized in this lesson.

**Lesson 2: Nomenclature of the Spaniards from 1521-1821**

Students discover the legacy of racial nomenclature while studying its use in the Spanish colonial period. Hypothetical family trees will be explored.

**Lesson 3: Conquerors and Victims: The Lasting Legacy of Our Colonial Past**

Students compare and contrast Spanish and English approaches to colonialism while discovering remaining traces in today's society. A timeline of historical facts between 1500–1800 presented in this lesson will prove to be a valuable tool for completing this lesson.

**Lesson 4: Macro-historical Evolution and the Six C's Model of Sociocultural Change**

Students study and apply a theoretical paradigm for understanding sociocultural change. Foundational elements of the Civil Rights movement are explored.

**Lesson 5: Chicano! A Movement of Individuals and Groups**

Students learn of the contributions of individuals and groups to the Mexican American civil rights movement and apply a theoretical paradigm.

**Lesson 6: I am Joaquín: An Epic Poem**

Students discover the power of metaphor and the still resonating voice of a generation in poetry. Connections between students' lives and life experiences in the "I am Joaquín" poem are made in this lesson.

**Lesson 7: The Return of Juan Seguí: Latinos and the Remaking of American Politics**

Students survey political change in the Latino community in modern times and make connections to broader societal change.

**Lesson 8: Our Changing Demographic Landscape— Census Data 1960-2000 and Beyond**

Students use census tables to construct line graphs and make deductions regarding demographic change.

**Lesson 9: L.A.R.A.S.A. (Latin American Research and Service Agency): A Model for Community Advocacy and Change**

Students analyze a local community organization, trace its development, and predict its future role.

**Unit Assessment: Unit Assessment**

Students will write a paper incorporating some of the vocabulary into an essay summarizing what they have learned. They will also complete a six C's model worksheet.

# Lesson 1

## Identity and Race

### What will students be learning?

#### STANDARDS

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes and audiences. (RW2)

Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

#### BENCHMARKS

Students use comprehension strategies. (RW1.1)

Students adjust reading strategies for a variety of purposes. (RW1.3)

Students expand vocabulary development using a variety of methods. (RW2.1)

Students write and speak for a variety of purposes. (RW2.2)

Students recognize, understand, and use formal grammar in speaking and writing. (RW3.1)

Students apply formal usage in speaking and writing. (RW3.2)

Students use correct sentence structure in writing. (RW3.3)

Students demonstrate correct punctuation, capitalization, and spelling. (RW3.4)

Students use reading, writing, speaking, listening, and viewing to gather data, define the problem, and apply problem-solving skills. (RW4.2)

#### OBJECTIVES

Students will be introduced to 26 key concepts applicable to race and identity.

Students will increase their vocabulary by 25 key words.

Students will explore the use and application of analogies.

Students will explore the concept of identity and the importance of race.

#### SPECIFICS

This unit of study begins by delving into a thorny and difficult topic—identity and the role of race. A good place to start might be a quick review of some key concepts that students will be introduced to.

Identity ..... Webster’s defines this term as “the distinguishing character or personality of an individual.” The identity is formed through a complex interaction of the larger society, family, and self, and might include component parts such as race/ethnicity, language, education, interests, sex, age, life experiences, etc. Identity is dynamic, subject to change, and evolves over time.

Ethnicity ..... “Ethnicity means identification with, and feeling part of, an ethnic group, and exclusion from certain other groups because of this affiliation. Ethnic groups share certain beliefs, values, habits, customs, and norms because of their common background. They define themselves as different and special because of cultural features. The distinction may arise from language, religion, historical experience, geographic isolation, kinship, or race.” (*Cultural Anthropology*, 1994, Conrad Kottak, p. 51)

Social Race ..... “Races are ethnic groups assumed (by members of a particular culture) to have a

biological basis, but actually race is socially constructed. The ‘races’ we hear about every day are cultural, or social, rather than biological categories.” (*Cultural Anthropology*, 1994, Conrad Kottak, p. 76)

Biological Race ..... “Clearly, races are culturally constructed categories that may have little to do with actual biological differences. Furthermore, the validity of *race* as a biological term has been discredited. Historically, scientists have approached the study of human biological diversity from two main directions: racial classification, an approach which has been rejected, and the current explanatory approach, which focuses on understanding specific differences.” (*Cultural Anthropology*, 1994, Conrad Kottak, p. 83)

A clear understanding of these concepts is critical to guiding the students through the material, although some people find their approach to these concepts difficult to discuss. With a sensitive approach and an open mind on the part of the teacher, the students are likely to engage in lively and thought-provoking learning experiences on the topic.

### **What will be done to help students learn this?**

#### INSTRUCTIONAL STRATEGIES

Brainstorming  
Graphic organizer  
Survey completion and responding to questions  
Vocabulary  
Analogies  
Class discussion

#### PRELIMINARY LESSON PREPARATION

Assemble the worksheets for student use. Study the concepts listed under “Specifics.” Think of the categories you will be trying to elicit for the students to use in the “identity” brainstorm, e.g. education, physical appearance/race, age, sex, education, life experiences, likes/dislikes, skills, etc. Complete the Racial Survey and jot down a few notes in response to the questions that follow. Review the vocabulary and complete the Analogies Worksheet, Analogy Questions Worksheet, and vocabulary exercises.

#### ACTIVITIES

##### **To the teacher:**

Introduce the unit of study and describe the sequence in detail. Direct students to the Identity Worksheet. As a class, brainstorm the categories that you might use when describing a person’s identity. Have students copy the categories and complete the worksheet individually. Have students complete the Racial Survey and respond to the questions. Solicit a class discussion. You may want to transcribe student responses to a piece of poster paper for reference throughout the unit, and perhaps updated or changed. Introduce students to the vocabulary. Guide students through the Analogy Worksheet, Analogy Questions Worksheet, and vocabulary exercises.

##### **To the student:**

When describing someone, what are some of the kinds of descriptors/categories you might refer to? Those are all great categories. Now copy them onto your graphic organizer entitled Identity Worksheet and complete. Next, let’s look at the Racial Survey together. Complete the Racial Survey and answer the



questions that follow. Review the vocabulary words. Have you heard any of these words before? If you would like to add any notes, please do so in the margin. Who's heard the word analogy? What do you think it means? Can you give an example? Okay, let's look at the Analogies Worksheet and the Analogy Questions Worksheet together.

#### VOCABULARY

acculturation	emigration	miscegenation
advocacy	ethnic minority	micro
analogy	ethnocentrism	migration
Americas	hierarchy	nomenclature
assimilation	identity	prejudice
context	indigenous	race
culture	immigration	
demographic	macro	
diversity	mestizo	

#### RESOURCES/MATERIALS

Student Identity Worksheet  
Student Racial Survey  
Student Racial Survey Questions  
Teacher and Student Vocabulary List  
Student Analogies Worksheet  
Student Analogy Questions Worksheet

#### ASSESSMENT

For an informal assessment, circulate around the room while the students are working both independently and with partners. Monitor student progress and make a note in your grade book regarding student effort (-, 4, +).

For a formal assessment, give the students a list of the vocabulary words. Ask them to do two things. Define each word and then write a short paragraph explaining its importance. This would be an excellent component of their unit assessment.

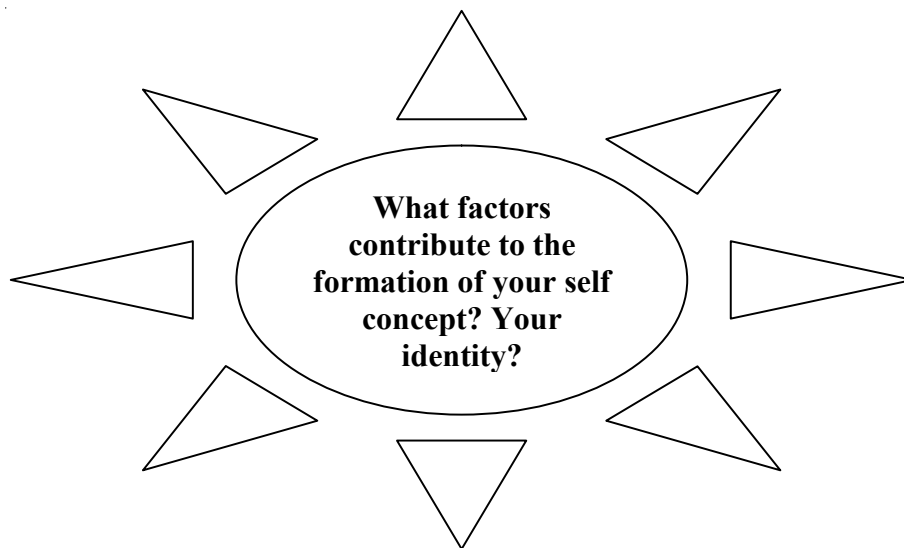
Rubric Points	Rubric
4	Fifteen or more words are correctly defined. Explanations are detailed and complete.
3	Thirteen-fourteen words are correctly defined. Explanations are detailed and complete.
2	Eleven-twelve words are correctly defined. Explanations are detailed and complete.
1	Fewer than eleven words are correctly defined. Explanations are detailed and complete.

## Lesson 1

### Student Identity Worksheet

#### Formation of Self Concept

**Directions:** Much of this unit of instruction revolves around the concept of identity, the formation and transition over time. Too often, we give this concept scant attention; we take for granted who we are, where we came from, and the factors in our lives that have helped to shape us. We forget that our individual lives are interwoven into a larger tapestry with multicolored and diverse strands that connect us to others past, present and future. Reflect for a minute on *who you think you are*. Using the categories you have defined as a class, brainstorm as many different characteristics possible and integrate those characteristics into a web like the one below. Think broadly and be creative! Be ready to share with the whole class.



## **Lesson 1**

### **Student Racial Survey**

Most people prefer one racial designation or another—a name they prefer to be called when describing who they are, their ethnicity and cultural background, and how they would like to be documented as a group.

**Directions:** Which of the following names do you prefer when describing who you are? Please circle one. If you choose “other,” then write in your response next to it. Once you have completed this first step, answer the questions that follow.

- 1.** African American
- 2.** American
- 3.** American Indian
- 4.** Anglo American
- 5.** Native American
- 6.** Asian American
- 7.** Black
- 8.** Caucasian
- 9.** Chicano/a
- 10.** Hispanic
- 11.** Hispano
- 12.** Latino/a
- 13.** Mexican
- 14.** Mexican American
- 15.** Mexicano/a
- 16.** Spanish American
- 17.** Spanish Speaking
- 18.** Vietnamese
- 19.** White
- 20.** Pacific Islander
- 21.** Eskimo
- 22.** Other \_\_\_\_\_

**Lesson 1**  
**Student Racial Survey Questions**

**1.** In your opinion, what is the importance of such “racial designations?” Please explain.

---

---

---

---

---

---

---

**2.** How has your understanding of race changed over time? What factors contribute to that change in perception?

---

---

---

---

---

---

---

**3.** Is race designation currently increasing or decreasing in importance? Please explain and give examples to support your opinion.

---

---

---

---

---

---

---

## Lesson 1

### Teacher and Student Vocabulary List

The following words will be used throughout this unit of study and will be critical to your mastery of the material. Use this page as a reference whenever you need to review. Note that these definitions were taken from a dictionary and not from the reading materials for this unit. Teacher's should change the definitions as needed to reflect the context of the specific reading materials.

acculturation .....	adapting to one's cultural environment or surroundings
advocacy .....	the act of supporting or pleading the case of someone
analogy .....	resemblance between things seemingly unlike; similarity in the way pairs of words correspond to one another
Americas .....	all of the territory comprised in the countries of North, Central, and South America
assimilation .....	adopting the culture of the dominant group in society
context .....	the interrelated conditions or environment in which something exists or occurs
culture .....	the system of shared behaviors, beliefs, customs, values, and artifacts that members of a society use to cope with one another and their world. Culture is transmitted from generation to generation through learning and the use of language
demographic .....	referring to the statistical study of human populations
dissent .....	difference of opinion
diversity .....	physical and cultural differences among population groups who live in a given geographical area. This includes age, ethnicity, gender, language, color, physical ability, religion, sexual orientation, socioeconomic class, and national origin
emigration .....	leaving one's own country to settle in another
ethnic minority .....	a separate group in a given society who are singled out from others because of cultural or physical characteristics. Such a group may not have full participation in the daily life of the dominant culture
ethnocentrism .....	the mindset of each ethnic group to see the world through its own cultural lenses and believe in its superiority compared to other groups
hierarchy .....	a graded or ranked order
identity .....	the distinguishing character or personality of an individual
indigenous .....	native
immigration .....	moving from one's home country to another for permanent residency
macro .....	large, large scale
mestizo .....	a person of mixed ancestry, specifically of Spanish and Native American parentage
miscegenation .....	people of mixed race; crossbreeding
micro .....	small, small scale
migration .....	movement from one place to another
nomenclature .....	name, designation; the act of naming; a system or set of terms
prejudice .....	a negative attitude toward a person or a group based on ignorance, preconceived judgment, and evaluation of another group by using one's personal or group standards as the "only way"
race .....	people who share a combination of perceived physical traits (skin/hair/eye color, facial and body characteristics), which distinguishes them from other groups. Scientists discredit the use of race because it is too vague and has many misconceptions. They prefer to look at human variation on an individual scale.

Name \_\_\_\_\_

## Lesson 1

### Student Analogies Worksheet

An analogy is a pair of words that correspond in some way or illustrate a relationship. They are often found on tests of one sort or another, primarily because they require a thorough command of vocabulary—the basic building blocks of language.

Before you get started there are a few things you need to know. Begin by looking at the following example:

**easy:difficult::simple:complicated**

The symbol “:” stands for “is to”, while the symbol “::” stands for “as.” Thus, the above example would be read “easy is to difficult as simple is to complicated.” Can you see the relationship between each pair? The words easy and difficult are antonyms—they have opposite meanings—as are the words simple and complicated. In analogies, each pair should have the same relationship. In other words, if the first pair are antonyms, the second pair should be also. Though all of the analogies below are synonyms or antonyms, analogies can be found in many other forms that illustrate different kinds of relationships between words.

**Directions:** To begin, determine the relationship between the first pair of words in each of the analogies below. Place an “A” for antonym or “S” for synonym in the box to the left of each pair. Then, find the antonym or synonym for each of the second pairs choosing from the word list below and write it in the box to the right. The first one has been done for you.

dissent	immigration	nomenclature
demographic	radical	assimilation
mestizaje	migration	macro
prejudice	similarity	context
diversity	advocacy	indigenous

	1.	private:public::agreement:	dissent
	2.	joy:happiness::environment:	
	3.	kind:caring::movement:	
	4.	urban:suburban::diversity:	
	5.	north:south::emigration:	
	6.	small:large::micro:	
	7.	simple:uncomplicated::extreme:	
	8.	victim:conqueror::tolerance:	
	9.	harmony:tranquility::designation:	
	10.	continuity:change::acculturation:	
	11.	superiority:inferiority::pure:	
	12.	advise:suggest::population	
	13.	cause:effect::uniformity:	
	14.	divergent:different::native	
	15.	entire:intact::support:	

## Lesson 1

### Teacher’s Key to: Student Analogies Worksheet

An analogy is a pair of words that correspond in some way or illustrate a relationship. They are often found on tests of one sort or another, primarily because they require a thorough command of vocabulary—the basic building blocks of language.

Before you get started there are a few things you need to know. Begin by looking at the following example:

**easy:difficult::simple:complicated**

The symbol “:” stands for “is to”, while the symbol “::” stands for “as”. Thus, the above example would be read “easy is to difficult as simple is to complicated”. Can you see the relationship between each pair? The words easy and difficult are antonyms—they have opposite meanings—as are the words simple and complicated. In analogies, each pair should have the same relationship. In other words, if the first pair are antonyms, the second pair should be also. Though all of the analogies below are synonyms or antonyms, analogies can be found in many other forms that illustrate different kinds of relationships between words.

**Directions:** To begin, determine the relationship between the first pair of words in each of the analogies below. Place an “A” for antonym or “S” for synonym in the box to the left of each pair. Then, find the antonym or synonym for each of the second pairs choosing from the word list below and write it in the box to the right. The first one has been for you.

dissent	immigration	nomenclature
demographic	radical	assimilation
mestizaje	migration	macro
prejudice	similarity	context
diversity	advocacy	indigenous

A	1.	private:public::agreement:	dissent
S	2.	joy:happiness::environment:	context
S	3.	kind:caring::movement:	migration
A	4.	urban:suburban::diversity:	similarity
A	5.	north:south::emigration:	immigration
A	6.	small:large::micro:	macro
S	7.	simple:uncomplicated::extreme:	radical
A	8.	victim:conqueror::tolerance:	prejudice
S	9.	harmony:tranquility::designation:	nomenclature
A	10.	continuity:change::acculturation:	assimilation
A	11.	superiority:inferiority::pure:	mestizaje
S	12.	advise:suggest::population	demographic
A	13.	cause:effect::uniformity:	diversity
S	14.	divergent:different::native	indigenous
S	15.	entire:intact::support:	advocacy





## Lesson 2

### Nomenclature of the Spaniards from 1521-1821

#### What will students be learning?

##### STANDARDS

Students know the physical and human characteristics of places and used this knowledge to define and study regions and their patterns of change. (G2)

Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict. (G4)

Students understand that societies are diverse and have changed over time. (H3)

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes and audiences. (RW2)

Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources. (RW5)

##### BENCHMARKS

Students know the physical and human characteristics of places. (G2.1)

Students know how and why people define regions. (G2.2)

Students know the characteristics, location, distribution, and migration of human populations. (G4.1)

Students know how cooperation and conflict among people influence the division and control of Earth's surface. (G4.5)

Students know how various societies have been affected by contacts and exchanges among diverse peoples. (H3.1)

Students understand the history of social organization in various societies. (H3.2)

Students use comprehension strategies. (RW1.1)

Students adjust reading strategies for a variety of purposes. (RW1.3)

Students expand vocabulary development using a variety of methods. (RW2.1)

Students write and speak for a variety of purposes. (RW2.2)

Students recognize, understand, and use formal grammar in speaking and writing. (RW3.1)

Students apply formal usage in speaking and writing. (RW3.2)

Students use correct sentence structure in writing. (RW3.3)

Students demonstrate correct punctuation, capitalization, and spelling. (RW3.4)

Students use reading, writing, speaking, listening, and viewing to gather data, define the problem, and apply problem-solving skills. (RW4.2)

Students paraphrase, summarize, organize, evaluate, and synthesize information. (RW5.3)

##### OBJECTIVES

Students will read and study about racial nomenclature specific to the Spaniards and explore the historical significance of this concept.

Students will complete a hypothetical family trees which illustrates racial nomenclature.

Students will discuss the legacy of racial nomenclature in today's society.

## SPECIFICS

The word nomenclature has been chosen intentionally. It is a noun and comes from the Latin word *nomenclatura*, which means to call by names. Webster's also defines it as a system of terms used in a particular science, discipline or art. We are most familiar with it as it is used in the naming of animals and plants. However, as you will see in this lesson, the pseudo-scientific assignation of names was part and parcel of the Spanish colonial system. Not only did it help to maintain order, but it also firmly established a racial hierarchy the legacy of which we live with today.

This lesson has many implications for society today, though it describes a historical period that ended nearly two hundred years ago. Teachers and students alike will draw connections to their own perceptions and understanding of the world today. Indeed, this is a highly worthwhile endeavor, for it will not only illustrate the legacy that discrimination and racism have left us, but also bring to light the ways we perpetuate the mistakes of the past in the follies of the present. Topics such as racial profiling, territorial conquest and occupation, miscegenation, rape, "illegitimate" children, inter-racial adoption, foreign aid, and popular culture immediately come to mind.

### **What will be done to help students learn this?**

#### INSTRUCTIONAL STRATEGIES

Class discussion

Reading

Cloze method (filling in the blanks)

Charting

#### PRELIMINARY LESSON PREPARATION

Provide the text, *From Indians to Chicanos*, to students. Make adequate photocopies of the Nomenclature of the Spaniards Worksheet, Fill in the Blanks Worksheet, and the Hypothetical Family Trees Worksheet. Review the vocabulary list. Read the text, pp. 102-106, complete the Fill in the Blanks Worksheet.

#### ACTIVITIES

##### **To the teacher:**

Select a topic of current importance that you know something about, and will have a fairly significant level of interest for the students, and incorporates the concept of "race" in some way, e.g. U.S. occupation of Iraq, racial profiling, lagging performance of inner-city schools, immigration, etc. Engage students in an open conversation and the role that race plays. Identify the source and discuss. What attitudes are prevalent? What did we learn in the last lesson? Is there a legacy today? How do we keep from perpetuating racism in our own lives? Review the vocabulary below. Next, direct them to begin the reading and complete the worksheets in pairs.

##### **To the student:**

Who watches the news? What's going on in the world that you think is interesting? How does race play into the issues? Today we are going to learn about the history of the Spaniards in the New World and the role that race played between 1521-1821. Lets begin by looking over the worksheet "Nomenclature of the Spaniards from 1521-1821" together. First, what does nomenclature mean? Who would like to read this opening paragraph for me? Has any one ever heard of any of these names? How are they used today? Do they mean the same thing? Please share. Okay, please continue with your partners.

## VOCABULARY

countenance  
dominant  
hybrid  
integral  
majority  
minority  
privilege  
solos  
subjugation  
subordinate

## RESOURCES/MATERIALS

*From Indians to Chicanos: The dynamics of Mexican-American Culture* by James Diego Vigil  
Teacher and Student Vocabulary List  
Student Nomenclature of the Spaniards Worksheet  
Student Fill in the Blanks Worksheet  
Student Hypothetical Family Trees Worksheet

## HOMEWORK

1. Have students complete their own racial family trees representing three generations.
2. Have students create five new analogies based on the material presented today.

## ASSESSMENT

When student packets are submitted, grade the Fill in the Blanks Worksheet and the racial Hypothetical Family Trees Worksheet according to the following rubric:

Rubric Points	Rubric
4	Fill in the Blanks Worksheet is complete and correct. The Hypothetical Family Trees Worksheet is neat, complete, and correct.
3	Fill in the Blank Worksheet is 90% complete and correct. The Hypothetical Family Trees Worksheet are 90% neat, complete, and correct.
2	Fill in the Blank Worksheet is 80% complete and correct. The Hypothetical Family Trees Worksheet are 80% neat, complete, and correct.
1	Fill in the Blank Worksheet is 70% complete and correct. The Hypothetical Family Trees Worksheet are 70% neat, complete, and correct.

## Lesson 2

### Teacher and Student Vocabulary List

The following words will be used in this lesson. Review the list with the students. Note that these definitions were taken from a dictionary and not from the reading materials for this lesson. The teacher may want to change the definitions as needed to reflect the context in which they are used in the readings.

- countenance ..... apperance, especially the expression of the face
- dominant ..... commanding, controlling, or prevailing over all others
- hybrid ..... a person whose background is a blend of two or more diverse cultures or traditions
- integral ..... essential to completeness
- majority ..... the greater number or part of something
- minority ..... the smaller in number of two groups constituting a whole
- privilege ..... a right or immunity granted as a particular benefit, advantage, or favor
- solos ..... made or done by a single individual; alone
- subjugation ..... to bring under control and governance as a subject
- subordinate ..... placed in or occupying a lower class, rank, or position; submissive to or controlled by authority

Name \_\_\_\_\_

## Lesson 2

### Student Nomenclature of the Spaniards Worksheet

In his book *From Indians to Chicanos*, James Diego Vigil writes, “Throughout the period [1521-1821], races were kept separate as possible, in what were essentially castes with different types and degrees of power and privilege. To insure one’s station in life, detailed baptismal records listed racial heritage: pure blood mixed once, mixed twice, and so on.” In illustration of this point, examine the following list.

Albino	The offspring of a Morisco woman and Spaniard
Castizo	The offspring of a Mestizo and Spanish woman
Chino	The offspring of an Indian and a Torna-Atras
Coyote	The offspring of a Mestizo and an Indian
Criollo	The offspring of Spanish parents in Spain’s Latin American Colonies
Cuarteron/Quadroon	A person that is a mixture of four races
Indio	A person of indigenous/Indian background
Mestizo	The offspring of an Indian and a Spaniard
Morisco	The offspring of a Spaniard and Mulatto woman
Mulatto	The offspring of an African slave and a Spanish woman
Peninsular	A Spaniard living in colonial Latin America
Spaniard	A Spaniard living in Spain. Also, the offspring of a Castizo woman and a Spaniard
Torna Atras	The offspring of a Spaniard and an Albino woman
Zambo	The offspring of an African slave and an Indian

Vigil goes on to note: “A complicated racial mixture—a little of this, a little of that—earned the names of *ahi te estas* (there you stay) or *sal si puedes* (get out if you can)!” Hybrid racial types were placed on the colonial socioeconomic ladder in this manner.

Questions to think about: Are any of these terms used today? Which ones? Do they have the same or different meanings? Are they ever used to raise or lower someone’s social status?

---

---

---

---

---

---

---

---

---

---

Name \_\_\_\_\_

**Lesson 2**  
**Student Fill in the Blanks Worksheet**

Directions: Read pages 102-106 in *From Indians to Chicanos* and complete the paragraph below by filling in the necessary information from the text.

When the Spaniards came to the New World, they did not bring wives or female companions. They discovered, however, two benefits when Indian nobles presented them with young Indian women. First, \_\_\_\_\_  
\_\_\_\_\_. Second,

At the same time, it was more common to find bastard children who were the result of \_\_\_\_\_  
\_\_\_\_\_. These *mestizo* children were rejected by both their Spanish fathers and Indian mothers, because \_\_\_\_\_

This situation was further complicated by yet another group—\_\_\_\_\_, who

\_\_\_\_\_

These people were often called \_\_\_\_\_  
and could be found \_\_\_\_\_

The *mestizo* mentality can best be described as \_\_\_\_\_

\_\_\_\_\_

The effects of racism were deep and long-lasting. Many *mestizos* had feelings of racial \_\_\_\_\_  
\_\_\_\_\_ and were ashamed of \_\_\_\_\_

This hindered \_\_\_\_\_

\_\_\_\_\_

Both Indians and *mestizos* competed with each other in their efforts to identify with the “superior” race. *Mestizos* tried to get an edge on the Indians by copying Spanish ways, but in truth they were harmed by

\_\_\_\_\_

Yet, Indians were worse off still because \_\_\_\_\_





\_\_\_\_\_

Race and racism were used to constrain the thoughts and actions of people. Whenever the people resisted or rebelled \_\_\_\_\_

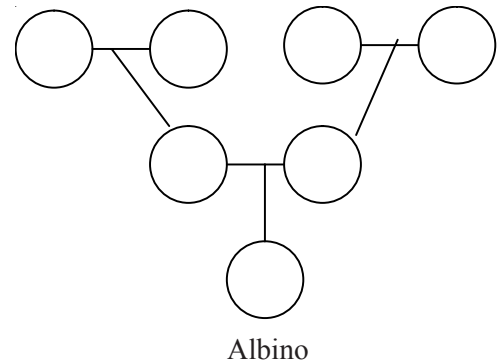
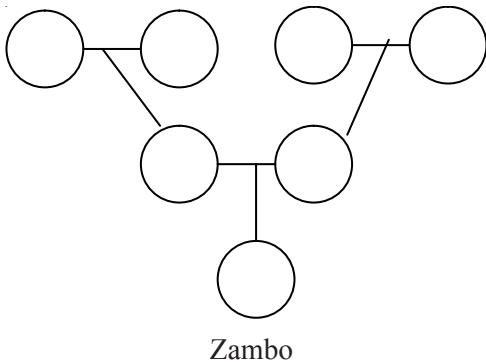
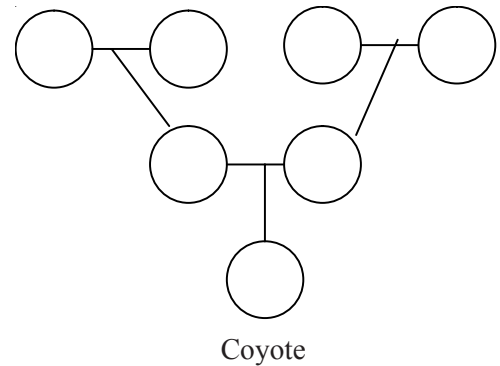
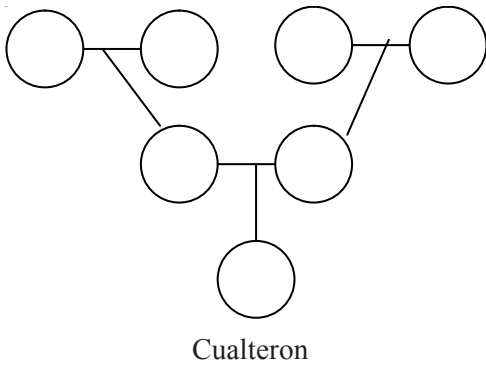
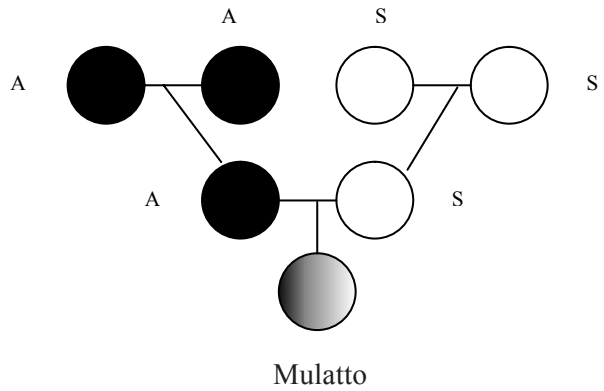
Name \_\_\_\_\_

## Lesson 2 Student Hypothetical Family Trees Worksheet

**Directions:** Use the legend below to complete a hypothetical family tree that would result in one of the racial designations used in the Spanish colonial system. Shade each circle and label with the initials A, I, M, or S as necessary.

Legend		
A	African	
I	Indian	
M	Mestizo	
S	Spaniard	

Example:



## **Lesson 3**

# **Conquerors and Victims: The Lasting Legacy of Our Colonial Past**

### **What will students be learning?**

#### **STANDARDS**

Students know the physical and human characteristics of places and used this knowledge to define and study regions and their patterns of change. (G2)

Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict. (G4)

Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (H1)

Students understand that societies are diverse and have changed over time. (H3)

Students understand political institutions and theories that have developed and changed over time. (H5)

Students read and understand a variety of materials. (RW1)

Students will write and speak for a variety of purposes and audiences. (RW2)

Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

#### **BENCHMARKS**

Students know the physical and human characteristics of places. (G2.1)

Students know the characteristics, location, distribution, and migration of human populations. (G4.1)

Students know the nature and spatial distribution of cultural patterns. (G4.2)

Students know how cooperation and conflict among people influence the division and control of Earth's surface. (G4.5)

Students know the general chronological order of events and people in history. (H1.1)

Students use chronology to organize historical events and people. (H1.2)

Students use chronology to present historical events and people. (H1.3)

Students use chronology to examine and explain historical relationships. (H1.4)

Students know how various societies have been affected by contacts and exchanges among diverse peoples. (H3.1)

Students understand the history of social organization in various societies. (H3.2)

Students know how political power has been acquired, maintained, used, and/or lost throughout history. (H5.3)

Students use comprehension strategies. (RW1.1)

Students adjust reading strategies for a variety of purposes. (RW1.3)

Students write and speak for a variety of purposes. (RW2.2)

Students write and speak to peers, teachers, and the community. (RW2.3)

Students recognize, understand, and use formal grammar in speaking and writing. (RW3.1)

Students apply formal usage in speaking and writing. (RW3.2)

Students use correct sentence structure in writing. (RW3.3)

Students demonstrate correct punctuation, capitalization, and spelling. (RW3.4)

Students recognize, express, and defend points of view orally and in writing. (RW4.3)



## OBJECTIVES

Students will record lecture notes on the Aztec, Iroquois, English and Spanish civilizations at the time of first contact.

Students will construct a timeline of historical facts between 1500-1800.

Students will compare and contrast the English and Spanish approaches to colonization.

Students will be introduced to the English and Spanish colonial legacy.

## SPECIFICS

Differences between the Spanish and English approaches to colonization are significant and well-documented. In *Harvest of Empire*, Gonzalez offers a cogent argument supporting this contention and calls upon us to re-examine our preconceived notions of the world today and investigate the remaining vestiges of racism and oppression. He reminds us that the differences between the countries of the Americas we observe today have deep roots that can be traced back hundreds of years.

### **What will be done to help students learn this?**

## INSTRUCTIONAL STRATEGIES

Lecture

Note-taking

Graphic organizer

Timeline

Compare and contrast

Critical thinking

Reflection and response

## PRELIMINARY LESSON PREPARATION

Prepare adequate copies of the handouts for the students. Organize students into pairs. Read the first chapter, “Conquerors and Victims,” in *Harvest of Empire: A History of Latinos in America*. Prepare lecture notes on pages 3-8, using the graphic organizer on the Overview Timeline Worksheet. Complete the three timeline worksheets, the Compare and Contrast Worksheet, and the Summary Question Worksheet. Review the vocabulary list.

## ACTIVITIES

### **To the teacher:**

Lecture on material in pp. 3–8 in *Harvest of Empire* and assist students in recording important elements on the Overview Timeline Worksheet (graphic organizer). Direct students to draw lines connecting key facts with the dates on this worksheet and have them read pages 8–26 of the chapter individually. Have them find the dates provided in the timelines, and copy down the key fact in brief, recording this information in Complete the 1500s Timeline Worksheet. Once they have completed this step, direct them to complete the other two timeline worksheets. Ask students to be prepared to share an important difference between English and Spanish approaches to colonization and complete the Compare and Contrast Worksheet. Then to move on to the Summary Questions Worksheet and use as a discussion starter.

### **To the student:**

So who remembers a little about the conquest? What happened? Was it just a Spanish experience, or were others involved? When was it again? (Discuss. Ask questions. Elicit as much information as possible from the students.) Do you think it’s possible that we still are feeling the effects of what

happened so long ago? How? Well, today we are going to explore this question in the Summary Question Worksheet.

#### VOCABULARY

Black Death  
consensual  
disparity  
disseminate  
engender  
genocide  
indentured  
infidel  
manumission  
proselytize  
sophistication

#### RESOURCES/MATERIALS

*Harvest of Empire: A History of Latinos in America* by Juan Gonzalez  
Teacher and Student Vocabulary List  
Student Overview Timeline Worksheet  
Student 1500s Timeline Worksheet  
Student 1600s Timeline Worksheet  
Student 1700s Timeline Worksheet  
Student Compare and Contrast Worksheet  
Student Summary Question Worksheet

#### ASSESSMENT

When student packets are submitted, grade graphic organizers, timelines, notes and summary responses according to the following rubric:

Rubric Points	Rubric
4	Lecture notes are detailed and complete. Timeline is neat, complete, and detailed. Differences between the English and Spanish are clearly described with detail. A thoughtful and complete response is given to the summary question.
3	Lecture notes are mostly detailed and complete. Timeline is mostly neat, complete, and detailed. Differences between the English and Spanish are clearly described. A thoughtful response is given to the summary question.
2	Lecture notes are somewhat detailed and complete. Timeline is somewhat neat, complete, and detailed. Differences between the English and Spanish are described. A response is given to the summary question.
1	Lecture notes are partially complete. Timeline is partially complete and has some detail. Differences between the English and Spanish are partially described. Some form of response is given to the summary question.

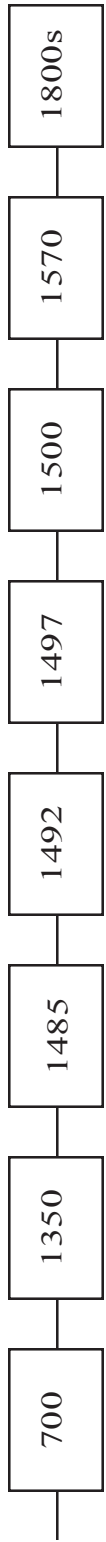
### Lesson 3

#### Teacher and Student Vocabulary List

The following words will be used in this lesson. Review with the students. Note that these definitions were taken from a dictionary and not from the reading materials for this lesson. Teacher may want to change the definitions as needed to reflect the context in which the words are used in the reading selections.

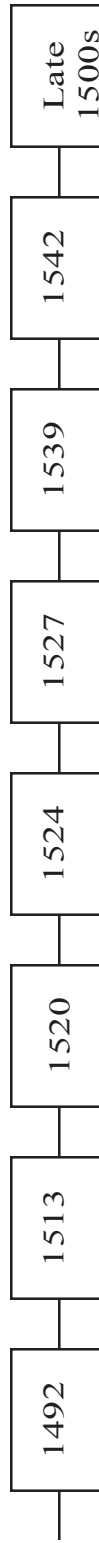
Black Death .....	a plague
consensual .....	existing or made by mutual consent without an act of writing
disparity .....	markedly distinct in quality or character
disseminate .....	to spread abroad as though sowing seed
engender .....	to cause to exist or develop
genocide .....	the deliberate and systematic destruction of a racial, political, or cultural group
indentured .....	bound by indentures to work for another for a specified time especially in return for payment of travel expenses and maintenance
infidel .....	an unbeliever with respect to a particular religion
manumission .....	formal emancipation from slavery or bondage
proselytize .....	to recruit or convert, especially to a new faith, institution, or cause
sophistication .....	to make more complex or inclusive; refine

**Lesson 3**  
**Student Overview Timeline Worksheet**

<p>When Worlds Collide: The Aztec Civilization Quick description:</p>	<p>When Worlds Collide: The Iroquois Confederation Quick description:</p>
 <p>700 — 1350 — 1485 — 1492 — 1497 — 1500 — 1570 — 1800s</p>	
<p>When Worlds Collide: The Spanish Quick description:</p>	<p>When Worlds Collide: The English Quick description:</p>

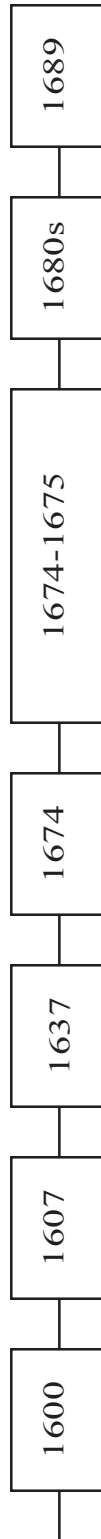
Name \_\_\_\_\_

**Lesson 3**  
**Student 1500s Timeline Worksheet**



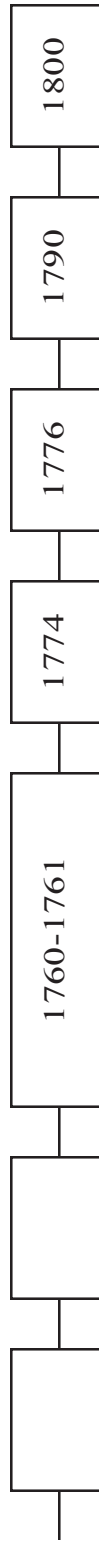
Name \_\_\_\_\_

**Lesson 3**  
**Student 1600s Timeline Worksheet**



Name \_\_\_\_\_

**Lesson 3**  
**Student 1700s Timeline Worksheet**



Name \_\_\_\_\_

### Lesson 3

## Student Compare and Contrast Worksheet

This worksheet contrasts the English and Spanish approaches to colonization. **Directions:** In Chapter 1 of *Harvest of Empire*, Juan Gonzalez gives a rich and detailed description of the contrasting approaches of the English and Spanish in their colonization of the Americas. Read pages 13-26 thoughtfully and carefully, compare and contrast each approach, and take brief notes on the differences as he describes them in each section of the chapter. As you do this, think critically about his argument.

Section	English	Spanish
The Role of the Church, pp. 13-18.		
The Role of Race, pp. 18-21.		
Land and Politics in the Two Societies, pp. 21-26.		





## Lesson 4

# Macro-historical Evolution and the Six C's Model of Sociocultural Change

### What will students be learning?

#### STANDARDS

Students know the physical and human characteristics of places and used this knowledge to define and study regions and their patterns of change. (G2)  
Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict. (G4)  
Students understand that societies are diverse and have changed over time. (H3)  
Students understand political institutions and theories that have developed and changed over time. (H5)  
Students know that religious and philosophical ideas have been powerful forces throughout history. (H6)  
Students read and understand a variety of materials. (RW1)  
Students will write and speak for a variety of purposes and audiences. (RW2)  
Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)  
Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)  
Students read to locate, select, evaluate, and make use of relevant information from a variety of media, reference, and technological sources. (RW5)

#### BENCHMARKS

Students know how culture and experience influence peoples perceptions of places and regions. (G2.3)  
Students know the characteristics, location, distribution, and migration of human populations. (G4.1)  
Students know the nature and spatial distribution of cultural patterns. (G4.2)  
Students know how cooperation and conflict among people influence the idvision and control of Earth's surface. (G4.5)  
Students know how various societies have been affected by contacts and exchanges among diverse peoples. (H3.1)  
Students understand the history of social organization in various societies. (H3.2)  
Students know how political power has been acquired, maintained, used, and/or lost throughout history. (H5.3)  
Students know how societies have been affected by religions and philosophies. (H6.2)  
Students use comprehension strategies. (RW1.1)  
Students make connections between prior knowledge and what they need to know about a topic before reading about it. (RW1.2)  
Students adjust reading strategies for a variety of purposes. (RW1.3)  
Students write and speak for a variety of purposes. (RW2.2)  
Students recognize, understand, and use formal grammar in speaking and writing. (RW3.1)  
Student apply formal usage in speaking and writing. (RW3.2)  
Students use correct sentence structure in writing. (RW3.3)  
Students demonstrate correct punctuation, capitalization, and spelling. (RW3.4)  
Students make predicitions, analyze, draw conclusion, and discriminate between fact and opinion in reading, writing, speaking, listening, and viewing. (RW4.1)  
Students recognize, express, and defend points of view orally and in writing.(RW4.3)  
Students paraphrase, summarize, organize, evaluate, and synthesize information. (RW5.3)

### OBJECTIVES

Students will deepen understanding of the concepts of race and identity.

Students will develop an alternative perspective to the character of space and land as a foundational element of the Civil Rights movement.

Students will be introduced to and apply a theoretical framework for understanding sociocultural change at the macro level.

Students will continue to learn the analogies specific to the lesson.

### SPECIFICS

Much as a cultural anthropologist would apply a theory to ethnographic study to make connections and elicit new layers of meaning, in James Vigil's, *From Indians to Chicanos: The dynamics of Mexican-American Culture*, readers are introduced to the Six C's Model of Sociocultural Change to provide a theoretical paradigm for understanding the complex evolution of North American society over the last 500 years. This additional distance helps us to see patterns and establish a higher level of appreciation for the complex interplay of factors leading to change over time. Review the *L.A.R.A.S.A. Report: La Raza - Identify Yourself*, LARASA Report newsletter (June 1993) as a reference for a definition of terms: Latino, Hispanic, and Chicano, as used in 1993.

### What will be done to help students learn this?

### INSTRUCTIONAL STRATEGIES

Analogy

Think/pair/share

Compare and contrast

Class discussion

Analytical reading

Graphic organizer

### PRELIMINARY LESSON PREPARATION

Copy the following on to the board this T-chart:

Analogy Exercise Race: Game	
Race is like a game...	Race is not like a game...

Brainstorm as many examples as you can and complete your own T chart. Make copies of the worksheets. Prepare copies of Vigil's *From Indians to Chicanos*. Read and complete the Critical Thinking Question Worksheet. Carefully read pp. 1–9 in Vigil's, *From Indians to Chicanos*, paying special attention to the graphic organizer on p. 4 and the box on page 6. Prepare lecture/discussion notes as necessary for the period from 1800–1950s using Vigil's text. Review the vocabulary list.

## ACTIVITIES

### **To the teacher:**

Direct students to copy the T-chart on to a piece of paper. Use the think/pair/share format. Full class discussion is encouraged, recording student responses. Move on to the Critical Thinking Worksheet. Read and discuss the excerpt as a whole class. Have students complete written responses independently. Direct students to the worksheet entitled “Macrohistorical Evolution and the Six C’s Model of Culture Change.” Explain the model and its significance. Eliciting information from the students while using the information in the box on page 6 as a guide, discuss and explain the differences in the two sides of the model and how they describe both static and dynamic conditions in sociocultural evolution. Direct the students to page 4 in the text and review as a whole class, paying special attention to the first three periods and filling in the historical period from 1800–1950s. This exercise will require varying degrees of preparation. Reference to Vigil’s text as a resource is encouraged.

### **To the student:**

We’re going to start out today by looking at a forced analogy. You remember analogies, right? Who can give me a definition? Good. Now, copy the T-chart on to a piece of paper and complete. We’re going to do this as a think/pair/share activity (afterwards). Great ideas. Thank you for sharing. Let’s move on to the Critical Thinking Worksheet. Who would like to read? So what’s this all about anyway? What is he trying to say? Okay, please complete questions 1-4 independently. Anybody here have any experience building a house? Did you do any framing? Can you explain what it is and why it’s important? Good, it’s the foundation, the structure. It’s what everything hangs on.

## VOCABULARY

analogy  
class  
colonial  
conceptual  
contradict  
framework  
generalization  
Mexican Independence  
nationalism  
pre-Columbian  
Spanish

## RESOURCES/MATERIALS

*From Indians to Chicanos: The dynamics of Mexican-American Culture* by James Diego Vigil  
*L.A.R.A.S.A. Report: La Raza - Identify Yourself*, LARASA Report newsletter (June 1993) (teacher reference)  
Teacher and Student Vocabulary List  
Student Critical Thinking Worksheet  
Student Macro-historical Evolution and the Six C’s Model of Culture Change Worksheet  
scratch paper  
T-chart

## ASSESSMENT

Rubric Points	Rubric
4	All responses to Critical Thinking Worksheet questions are thoughtful, intelligent, detailed and grammatically correct. Six C's graphic organizer is filled with copious examples, is neat and complete.
3	All responses to Critical Thinking Worksheet questions are thoughtful and grammatically correct. Six C's graphic organizer is filled with many examples, is neat and complete.
2	Three of four responses to Critical Thinking Worksheet questions are thoughtful and grammatically correct. Six C's graphic organizer is filled with some examples, is neat and complete.
1	Two of four responses to Critical Thinking Worksheet questions are thoughtful and grammatically correct. Six C's graphic organizer is filled with some examples, is neat and complete.

## **Lesson 4**

### **Teacher and Student Vocabulary List**

The following words are used in this lesson; review them with the students. Note that these definitions were taken from a dictionary and not from the reading materials for this lesson. Teacher's should change the definitions as needed to reflect the context of the selected reading materials.

- analogy ..... inference that if two or more things agree with one another in some respects they will probably agree in others
- class ..... a group sharing the same economic or social status
- colonial ..... forming or existing in a colony
- conceptual ..... of, relating to, or consisting of concepts
- contradict ..... take issue with; to imply the opposite or a denial of
- framework ..... a basic conceptional structure (as of ideas)
- generalization ..... a principle, statement, or idea having general application
- Mexican Independence ..... Mexico's deliverance from the influence, guidance, and control of other countries
- nationalism ..... a sense of national consciousness exalting one nation above all others
- pre-Columbian ..... relating to or originating in the Americas before the voyages of Columbus
- Spanish ..... orginating from Spain; or the language of Spain and South America

Name \_\_\_\_\_

**Lesson 4**

**Student Critical Thinking Worksheet**

**Directions:** Read the following excerpt from John R. Chavez’s book, *The Lost Land: The Chicano Image of the Southwest*. Use the graphic organizer to unpack his ideas about the contrasting perceptions of Anglos and Chicanos in reference to the West. Once you have completed the graphic organizer, answer the questions that follow.

“Because Chicanos have a distinct myth of the Southwest, many differences have arisen with Anglo-Americans (whites) concerning the character of the region. Anglos see the Southwest within a larger picture, the image of the American West or, As Henry Nash Smith has named it, the myth of the Virgin Land. “One of the most persistent generalizations,” wrote Smith in 1950, “concerning American life and character is the notion that our society has been shaped by the pull of a vacant continent drawing population westward through the passes of the Alleghenies, across the Mississippi Valley, over the high plains and mountains of the Far West to the Pacific Coast.” Clearly this myth contradicts the Chicano view of the Southwest in several respects. First, of course, is the Anglos’ image of the West as vacant before their arrival; Chicanos can hardly accept this since their predecessors had already founded such cities as San Antonio, Santa Fe, Tucson, and Los Angeles well before the appearance of Anglo-Americans. Second, such regional designations as “Far West,” and, of course, “Southwest” itself, are applied from the perspective of the Anglo-American cultural centers on the Atlantic Seaboard. These designations certainly do not correspond to the Chicano picture since Chicanos view their region (despite their practical use of the term “Southwest”) from the perspective of their cultural center in Mexico City. Furthermore, the current of their history has flowed south and north, not east to west.”

Topic	Anglo	Chicano
myth		
image of the West		
movement of population		
cultural center		
geographical point of reference		
current of history		







Name \_\_\_\_\_

**Lesson 4**  
**Student Macrohistorical Evolution and the**  
**Sic C's Model of Culture Change Worksheet**

	<b>CLASS</b>	<b>CONTACT</b>	
	<b>CULTURE</b>	<b>CONFLICT</b>	
	<b>COLOR</b>	<b>CHANGE</b>	

## Lesson 5

# Chicano! A Movement of Individuals and Groups

### What will students be learning?

#### STANDARDS

Students know the physical and human characteristics of places and used this knowledge to define and study regions and their patterns of change. (G2)

Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict. (G4)

Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (H1)

Students understand that societies are diverse and have changed over time. (H3)

Students understand political institutions and theories that have developed and changed over time. (H5)

Students know that religious and philosophical ideas have been powerful forces throughout history. (H6)

Students use appropriate technologies to obtain historical information; to study and/or model historical information and concepts; and to access, process, and communicate information related to the study of history. (H7)

Students will write and speak for a variety of purposes and audiences. (RW2)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

#### BENCHMARKS

Students know how culture and experience influence peoples perceptions of places and regions. (G2.3)

Students know the characteristics, location, distribution, and migration of human populations. (G4.1)

Students know the nature and spatial distribution of cultural patterns. (G4.2)

Students know how cooperation and conflict among people influence the division and control of Earth's surface. (G4.5)

Students use chronology to examine and explain historical relationships. (H1.3)

Students know how various societies have been affected by contacts and exchanges among diverse peoples. (H3.1)

Students understand the history of social organization in various societies. (H3.2)

Students know how political power has been acquired, maintained, used, and/or lost throughout history. (H5.3)

Students know how societies have been affected by religions and philosophies. (H6.2)

Students use appropriate traditional and electronic technologies in a variety of formats to extend and enhance learning of historical facts and concepts. (H7.1)

Students write and speak for a variety of purposes. (RW2.2)

Students make predictions, analyze, draw conclusions, and discriminate between fact and opinion in reading, writing, speaking, listening, and viewing. (RW4.1)

Students use reading, writing, speaking, listening, and viewing to gather data, define the problem, and apply problem-solving skills. (RW 4.2)

#### OBJECTIVES

Students will review the key events of the Mexican-American Civil Rights movement.

Students will define the roles and importance of key individuals and groups who achieved the goals of the Mexican-American Civil Rights movement.

Students will apply the structural framework of the six C's model to the Mexican-American Civil Rights movement from Lesson 4.

## SPECIFICS

This lesson teaches students to differentiate between the roles of individuals and groups—both of which are vital to affecting sociocultural change. As we move back and forth between macro and micro approaches, students will gain a deeper understanding of the underlying context.

### **What will be done to help students learn this?**

## INSTRUCTIONAL STRATEGIES

Activating prior knowledge

Video viewing

Note-taking

Determining importance

Graphic organizer

Analytical thinking

## PRELIMINARY LESSON PREPARATION

Prepare and test video equipment. Make copies of the worksheets. View the video and complete the handouts. Review the vocabulary list.

## ACTIVITIES

### **To the teacher:**

Read the following worksheets with the class: Chicano Video: Key Individuals Worksheet and the Chicano Video: Key Groups Worksheet. Adhering to the directions, assess what the students recall. Solicit predictions from students and record information at your discretion. View the *Chicano! History of the Mexican American Civil Rights Movement* video and prompt students to take notes. After the video, take turns sharing information and updating/augmenting notes. Organize students into groups of four and have them use the Chicano Video: Six C's Model Worksheet to analyze the information in the video making reference to their notes, recording their observations according to the various categories in the graphic organizer.

### **To the student:**

In a few minutes we're going to watch the *Chicano! History of the Mexican American Civil Rights Movement* video. But before we do, let's review the Chicano Video: Key Individuals Worksheet and the Chicano Video: Key Groups Worksheet. Do you recognize any of these individuals or organizations? Good. Yes, that's right. Let's write that down. (After the video.) Let's review the notes. Who wants to start? I'd like everybody to review and augment their notes as we discuss the video and each of the items we took notes on. To finish this lesson off, we're going to look at the information we recorded and use the Chicano Video: Six C's Model Worksheet for analyzing and organizing the information that we learned in Lesson 4. To start, who remembers how the two sides of this chart differ? What should we write in these callouts? Excellent. And again the categories mean what? Let's brainstorm again some examples of each category before you get started. What is class? Can you give me some examples? Etc. Okay, in your group of four, discuss the information and complete the graphic organizers. I will monitor your progress.

## VOCABULARY

activist  
cohort  
tactic  
walkout

## RESOURCES/MATERIALS

*Chicano! History of the Mexican American Civil Rights Movement* (video set), Tape/Episode 4: “Fighting for Political Power”

Teacher and Student Vocabulary List

Student Chicano Video: Key Individuals Worksheet

Student Chicano Video: Key Groups Worksheet

Student Chicano Video: Six C’s Model Worksheet

## HOMEWORK

Visit the *La Gente* exhibit at the Colorado History Museum. Have students identify and analyze distinct contributions of individuals and groups while determining the roles and purposes of each contribution.

## ASSESSMENT

Rubric Points    Rubric

- |   |   |
|---|---|
| 4 | All video notes on individuals and groups are complete, detailed, using the two-column note method. Six C’s graphic organizer is filled with thoughtful and numerous examples, is neat and complete. Students consistently work productively together and follow directions independently.            |
| 3 | 90% of video notes on individuals and groups are complete, detailed, using the two-column note method. Six C’s graphic organizer is filled with thoughtful and numerous examples, is mostly neat and complete. Students work together productively most of the time follow directions independently.  |
| 2 | 80% of video notes on individuals and groups are complete, detailed, using the two-column note method. Six C’s graphic organizer is filled with some thoughtful examples, is mostly neat and complete. Students are learning to work together productively and follow directions with some prompting. |
| 1 | 70% of video notes on individuals and groups are complete, detailed, using the two-column note method. Six C’s graphic organizer has some thoughtful examples, is mostly neat and complete. Students are learning to work together productively and follow directions with extensive prompting.       |

## Lesson 5

### Teacher and Student Vocabulary List

The following words will be used in the lesson. Review with the students. You may wish to review the words with the students. These definitions were taken from a dictionary and not from the reading materials for this lesson. The teacher may wish to change the definitions as needed to reflect the context in which they were used.

- activist ..... a person who emphasizes direct vigorous action especially in support of or opposition to one side of a controversial issue
- cohort ..... a group or band united in a struggle
- tactic ..... an expedient for achieving a goal; maneuver
- walkout ..... strike; the action of leaving a meeting or organization as an expression of disapproval

Name \_\_\_\_\_

## Lesson 5

### Student Chicano Video: Key Individuals Worksheet

Think of the roles played by individuals and groups. Both are important and pivotal to sociocultural change, yet distinctive in scope and character.

**Directions:** Prior to viewing the video, review the list below. Do you recognize any of these individuals? What do you know about them? As you watch the video, jot down their contributions to the *movimiento*.

<b>The Chicano Civil Rights Movement Key Individuals</b>	
Name	Description
Jose Angel Gutierrez	
Willie Velasquez	
Felix Longoria	
Sissy Farenthold	
Ramsey Muniz	

Name \_\_\_\_\_

### Lesson 5

## Student Chicano Video: Key Groups Worksheet

Think of the roles played by both individuals and groups. Both are important and pivotal to sociocultural change, yet distinctive in scope and character.

**Directions:** Prior to viewing the video, review the list below. Do you recognize any of these groups? What do you know about them? As you watch the video, jot down their contributions to the *movimiento*.

The Chicano Civil Rights Movement Key Groups	
Name	Description
Los Cinos	
MALDEF	
La Raza Unida Party	
GI Forum	
1969 Crystal City Walkout	
Latina Women	



Name \_\_\_\_\_

**Lesson 5**  
**Student Chicano Video: Six C's Model Worksheet**

	<b>CLASS</b>	<b>CONTACT</b>	
	<b>CULTURE</b>	<b>CONFLICT</b>	
	<b>COLOR</b>	<b>CHANGE</b>	

## Lesson 6

### I am Joaquín: An Epic Poem

#### What will students be learning?

##### STANDARDS

Students know the physical and human characteristics of places and used this knowledge to define and study regions and their patterns of change. (G2)

Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict. (G4)

Students understand that societies are diverse and have changed over time. (H3)

Students read and understand a variety of materials. (RW1)

Students will write and speak for a variety of purposes and audiences. (RW2)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

Students read and recognize literature as a record of human experience. (RW6)

##### BENCHMARKS

Students know the physical and human characteristics of places. (G2.1)

Students know the characteristics, location, distribution, and migration of human populations. (G4.1)

Students know the nature and spatial distribution of cultural patterns. (G4.2)

Students know how cooperation and conflict among people influence the division and control of Earth's surface. (G4.5)

Students know how various societies have been affected by contacts and exchanges among diverse peoples. (H3.1)

Students use comprehension strategies. (RW1.1)

Students adjust reading strategies for a variety of purposes. (RW1.3)

Students write and speak for a variety of purposes. (RW2.2)

Students write and speak to peers, teachers, and the community. (RW2.3)

Students make predictions, analyze, draw conclusions, and discriminate between fact and opinion in reading, writing, speaking, listening, and viewing. (RW4.1)

Students recognize, express, and defend points of view orally and in writing. (RW4.3)

Students identify the purpose, perspective, and historical and cultural influences of a speaker, author, or director. (RW4.4)

Students know and use literary terminology. (RW6.1)

Students read literature to investigate common issues and interests in relation to self and others. (RW6.2)

Students read literature to understand places, people, events, and vocabulary, both familiar and unfamiliar. (RW6.3)

Students read literature that reflects the uniqueness, diversity, and integrity of the American experience. (RW6.4)

Students read classic and contemporary literature of the United States about the experiences and traditions of diverse ethnic groups. (RW6.5)

##### OBJECTIVES

Students will know, use, and identify metaphors.

Students will read and comprehend *I Am Joaquín: An Epic Poem* as both a literary and historical work.

Students will connect their own life experiences to those represented in the poem.

## SPECIFIC

In this famous, epic poem, Corky Gonzales links the modern day Mexican-American to the length and breadth of their history, from pre-Columbian civilizations, to the colonial period, the fight for independence from Spain, the Mexican Revolution, and the civil rights movement. Through the repetitive use of metaphor, he illustrates how the present generation is not only spiritually and physically connected to a 500 year history marked by struggle and oppression, but also to triumph and spirit. He reminds us that whether or not each of us acknowledge it, this story remains our legacy; the power it holds is there for those who dare to explore it.

## What will be done to help students learn this?

### INSTRUCTIONAL STRATEGIES

Metaphor writing and recognition

Poetry reading

Reader's response

Class discussion

Graphic organizer

Essay writing

### PRELIMINARY LESSON PREPARATION

Read *Writing Poetry* pp. 1–8. Prepare to use this information as a warm-up and introduction to the lesson. Select excerpts to read to the students and prepare the text by making copies of the worksheet, *I Am Joaquín*. Complete the worksheet and reflect on discussion topics by listing questions you want to ask the class. Prepare your own graphic organizer and determine whether pre-teaching is necessary. Review the vocabulary list.

### ACTIVITIES

#### To the teacher:

Introduce the concept of metaphor to the class and share selected excerpts from *Writing Poetry*. Have students do the exercises on pp. 5–7 in writing. Have students share a few examples, recording responses on the board and the worksheet. Initiate a full class discussion, highlighting how economic, political, cultural, and social processes interaction to shape patterns of human populations, interdependence, cooperation, and conflict. Emphasize how societies are diverse and have changed over time. Explain the final assessment, allowing students to use the text and their notes. Coach them in the best use of the graphic organizer for organizing their thoughts before commencing on the writing assignment.

#### To the student:

Has anybody here ever heard of Corky Gonzales? Yeah? Who was he? Good. Well maybe you've heard of this very famous poem he wrote entitled, *I Am Joaquín*. Has anybody ever read it? Great. What do you remember? One of the remarkable things about this poem, is the powerful use of metaphor to communicate his message. Today, we're going to review this concept of metaphor and then delve into this fascinating reading that uniquely illustrates the topic of this unit.

## VOCABULARY

gachupín (Spaniard)

indignity

mediocrity

neurosis

paradox

parasite

retribution

revolutionist

## RESOURCES/MATERIALS

*I Am Joaquín: An Epic Poem* by Rodolfo Gonzales

*Writing Poetry* by Shelley Tucker

Teacher and Student Vocabulary List

Student I Am Joaquín: An Epic Poem Worksheet

Student Essay Assignment

Loose leaf paper for cluster diagram (Students may need more than one sheet.)

## ASSESSMENT

Allow students to use their text and notes on this assessment. Grade according to the following rubric:

Rubric Points	Rubric
4	There is a completed, detailed, well-constructed graphic organizer. All four points are covered well and in detail. Student writes with strong voice, as well as proper grammar and usage.
3	There is a completed, detailed, well-constructed graphic organizer. All four points are covered well. Student writes with strong voice, as well as proper grammar and usage with rare exceptions.
2	There is a somewhat completed, semi-constructed graphic organizer. All four points are covered. Student writes with voice, as well as proper grammar and usage most of the time.
1	There is a completed graphic organizer. All four points are covered in some manner. Elements of voice are present. Command of proper grammar and usage is developing.

## Lesson 6

### Teacher and Student Vocabulary List

The following words are used in the lesson. You may wish to review the words with the students. Note that these definitions were taken from a dictionary and not from the reading materials for this lesson. Teacher's should change the definitions as needed to reflect the context in which they are used in the reading materials.

- gachupín (Spaniard) ..... a native or inhabitant of Spain
- indignity ..... an act that offends against a person's dignity or self-respect; humiliating treatment; insult
- mediocrity ..... the quality or state of being of moderate ability or value
- neurosis ..... any of various functional disorders of the mind or emotions involving anxiety, phobia, or other abnormal behavior symptoms without obvious organic lesions or change
- paradox ..... a statement contrary to received opinion
- parasite ..... something that resembles a biological parasite in dependence on something else for existence or support without making a useful or adequate return
- retribution ..... the dispensing or receiving of reward or punishment
- revolutionist ..... one who favors or is engaged in a revolution

Name \_\_\_\_\_

## Lesson 6

### Student I Am Joaquín: An Epic Poem Worksheet

In 1964, Rodolfo “Corky” Gonzales poured his heart and soul into *I am Joaquín: An Epic Poem* that spoke to and for the masses, but had the power to represent each individual. With a passionate and powerful voice, Gonzales put words to the feelings and experiences of generations, and in so doing became the spokesperson to us and future generations. His work deserves to be read again and again, so that we might discover its multilayered meanings and deepen our understanding of what propelled the movement and how it lives on today. Remember, good poetry is layered, complicated and nuanced. It takes time to appreciate and understand, so this exercise will take some effort.

**Directions:**

1. Read the poem slowly and carefully for the first time. If you come across a word or phrase you don’t understand, make a note of it on your worksheet, including the page number and place on the page. Continue. If something jumps out or interests you for any reason, use a small yellow sticky note to mark your place and make a note to remind yourself.
2. Repeat step one.
3. Re-read the poem a third time. From the selections you marked with sticky notes, choose the five most interesting, and number them 1-5 sequentially.
4. Now, one by one, copy each selection in the left-hand column. To the right, in the column labeled Personal Response, share a few of your thoughts and questions. For example, why did you choose this selection? What do you like/dislike about it? Why does it interest you? What about it do you find puzzling? Does it spark a question or two? What are they? Do you agree or disagree with the author? What emotions does the author evoke? Why? How does it make you feel? Does it remind you of some experience or thought you have had?
5. Re-read all of the selections you copied and underline any metaphors you find.
6. Be ready to share your questions, selections, responses, and metaphors with the whole class.

	Quoted Text	Personal Response
1.		
2.		
3.		
4.		
5.		

## **Lesson 6**

### **Student Essay Assignment**

**Directions:** Based on your reading, discussion, notes, and study of metaphors from this lesson, write a 1-2 page essay using your best English on the following topic:

Race, Identity, and Advocacy in Corky Gonzales's Poem *I Am Joaquín: An Epic Poem*  
Use of Metaphors to Create a Passionate, Convincing Message

Be sure to do the following:

- Organize your thoughts using a graphic organizer.
- Explain what a metaphor is and give several examples.
- Demonstrate how Gonzales uses metaphors to shape and create his message.
- Analyze and discuss Gonzales's position on race, identity, and advocacy.
- Share your reaction to the poem and Gonzales's message.

## Lesson 7

# The Return of Juan Seguin: Latinos and the Remaking of American Politics

### What will students be learning?

#### STANDARDS

Students understand how citizens exercise the roles, rights, and responsibilities of participation in civic life at all levels—local, state and national. (C4)

Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict. (G4)

Students understand that societies are diverse and have changed over time. (H3)

Students read and understand a variety of materials. (RW1)

Students will write and speak for a variety of purposes and audiences. (RW2)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

#### BENCHMARKS

Students know what citizenship is. (C4.1)

Students know how citizens can fulfill their responsibilities for preserving the constitutional republic. (C4.2)

Students know how citizens can exercise their rights. (C4.3)

Students know how citizens can participate in civic life. (C4.4)

Students know how various societies have been affected by contacts and exchanges among diverse peoples. (H3.1)

Students understand the history of social organization in various societies. (H3.2)

Students use comprehension strategies. (RW1.1)

Students make connections between prior knowledge and what they need to know about a topic before reading about it. (RW1.2)

Students adjust reading strategies for a variety of purposes. (RW1.3)

Students write and speak for a variety of purposes. (RW2.2)

Students make predictions, analyze, draw conclusions, and discriminate between fact and opinion in reading, writing, speaking, listening, and viewing. (RW4.1)

Students recognize, express, and defend points of view orally and in writing. (RW4.3)

Students paraphrase, summarize, organize, evaluate, and synthesize information. (RW5.3)

#### OBJECTIVES

Students will survey political change from 1950 to present as it relates to national Latino communities.

Students will understand the roles and importance of individual and group efforts in affecting community change and how these roles uphold constitutional democracy.

Students will make connections to broader societal change, civic responsibility, and long-term current historical events.

### What will be done to help students learn this?

#### INSTRUCTIONAL STRATEGIES

Teacher guided

Two column note taking



Analyzing and making predictions

Main idea, supporting details

Independent practice

#### PRELIMINARY LESSON PREPARATION

Review the vocabulary list. Prepare copies of *Harvest of Empire: A History of Latinos in America* by Juan Gonzalez for the students. Read Chapter 10 of *Harvest of Empire*, pp. 167–189. Determine the most important topics you want students to list. At the very least, it is suggested that the following main ideas are listed for further elaboration:

- Juan Seguín
- the five factors spreading the peaceful revolution
- the integration period
- the radical nationalist period
- the voting rights period, the rainbow period
- the third force period

#### PRETEACHING

If students are unfamiliar with two column note taking, this would be a good time to introduce them to it. The title and date of the material are always at the top, main ideas are listed on the left, supporting details, subtopics, elaboration are on the right. Leave plenty of white space, indent, use symbols, abbreviations, numbers to speed note taking and heighten readability for later review. Use only words and phrases—no complete sentences. This is another way of saying they should not copy from the text. When introducing this skill for the first time, I like to walk students through the process. Using a transparency of the two column note form, demonstrate the process. Lead students through the process, voicing questions out loud, interacting with the text and taking notes. Allow students to copy your notes as a model. Then, read a paragraph as a class and take notes together. Let the students cue you as to the main ideas and supporting details. Copy on to the transparency. Do a few paragraphs together and continue to have students model this interactive approach to reading. When they seem to have the knack, let them practice individually and circulate around the room making observations and providing one-to-one assistance. If you feel it would be helpful or worthwhile, you can have students share some of their work orally, at the board, or on the overhead projector.

#### ACTIVITIES

##### **To the teacher:**

Have students look over Chapter 10 of *Harvest of Empire* (pp.167-189). Ask them to predict what the chapter is about. Revisit and discuss the concepts of citizenship, rights and responsibilities of citizens, and civic life. Ask them what they know about the topic and complete a brainstorming web on the board/overhead. Explain two-column notes as necessary for your students. Direct them to read and take notes. Circulate around the room while students work to monitor, observe and assist. Debrief and expand on civic concepts.

##### **To the student:**

Today we are going to do a bit more reading together. I'd like you all to read Chapter 10 in *Harvest of Empire*. Has anybody heard of Juan Seguín? What do you think this chapter is about? Okay, while you're reading today, I'd like you to record some of the main ideas and supporting details using two-column notes. Let's review the process.

## VOCABULARY

barrios  
citizenship  
civil rights  
cohesive  
common ground  
consolidation  
disaffected  
emergence  
integration  
nationalist  
poll tax

## RESOURCES/MATERIALS

*Harvest of Empire: A History of Latinos in America* by Juan Gonzalez  
Teacher and Student Vocabulary List  
Student The Return of Juan Seguín Worksheet

## ASSESSMENT

Rubric Points	Rubric
4	Notes are complete and accurate. Main ideas and supporting details clearly align. There are no complete sentences.
3	Notes are accurate, but could be more extensive. Two-three main ideas could be better developed. There are no more than three lapses into complete sentences.
2	Notes are somewhat sketchy. Up to five ideas could be better developed. There are no more than five lapses into complete sentences.
1	Notes are incomplete. More than five ideas could be better developed and there are numerous lapses into complete sentences.

## Lesson 7

### Teacher and Student Vocabulary List

The following words are used in this lesson. Review these words with the students. Note that these definitions were taken from a dictionary and not from the reading materials for this lesson. Teacher's should change the definitions as needed to reflect the context from the selected readings.

- barrios ..... a Spanish-speaking quarter or neighborhood in a city or town in the U.S. especially in the Southwest
- citizenship ..... membership in a community; the quality of an individual's response to membership in a community
- civil rights ..... the rights of personal liberty guaranteed to U.S. citizens by the 13th and 14th amendments to the Constitution and by acts of Congress
- cohesive ..... exhibiting or producing cohesion or coherence (cohere means to be logically connected; to cause to form a united or orderly whole; to stick or hold together in a mass)
- common ground ..... a basis of mutual interest or agreement
- consolidation ..... the process of uniting
- disaffected ..... to have alienated the affection or loyalty of
- emergence ..... the act or an instance of emerging (emerge means to rise up or come forth as if from immersion)
- integration ..... incorporation as equals into society or an organization of individuals of different groups (as races)
- nationalist ..... a member of a political party or group advocating national independence or strong national government
- poll tax ..... a tax of a fixed amount per person levied on adults

**Lesson 7**  
**Student The Return of Juan Seguin Worksheet**

**Directions:** This is a two column note taking worksheet. List the main ideas on the left and the corresponding supporting details, subtopics, and elaboration on the right.

Topic / Main Idea	Details

## Lesson 8

# Our Changing Demographic Landscape: U. S. Census Data 1960-2000 and Beyond

### What will students be learning?

#### STANDARDS

Students know how to use and construct maps and other geographic tools to locate and derive information about people, places and environments. (G1)

Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict. (G4)

Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

#### BENCHMARKS

Students know how to use maps and other geographic tools to acquire, process, and report information from a spatial perspective. (G1.1)

Students know the characteristics, location, distribution, and migration of human populations. (G4.1)

Students recognize, understand, and use formal grammar in speaking and writing. (RW3.1)

Students apply formal usage in speaking and writing. (RW3.2)

Students use correct sentence structure in writing. (RW3.3)

Students demonstrate correct punctuation, capitalization, and spelling. (RW3.4)

Students make predictions, analyze, draw conclusion, and discriminate between fact and opinion in reading, writing, speaking, listening, and viewing. (RW4.1)

#### OBJECTIVES

Students will familiarize themselves with census charts.

Students will use census charts to create line graphs.

Students will analyze graphs and data to draw conclusions.

#### SPECIFICS

Each decennial census conducted in the United States reveals important changes in the demographic nature of our population. The 2000 census is marked by both innovations and news. For the first time, it became possible to define oneself as being from more than one ethnic group. Also important, Latinos surpassed African-Americans as the largest single ethnic minority in the country. Analysts have marvelled at the pace of change, as Latinos have established themselves in parts of the country where heretofore few existed and the airwaves are increasingly punctuated by the sounds and syllables of Spanish speakers. Current demographic projections indicate that “whites” will cease to be a majority of the American population by 2050, well within the anticipated lifetimes of our students.

### What will be done to help students learn this?

#### INSTRUCTIONAL STRATEGIES

Teacher directed

Interpreting tables

Graphing  
Analyzing  
Drawing conclusions  
Summarizing

#### PRELIMINARY LESSON PREPARATION

Review the Teacher's Key to The United States Federal Census General Information. Be prepared to discuss the facts in the section entitled, Racial Categories as Used for the Censuses. Access the website: <http://www.census.gov> to view the United States Census tables listed in Resources/Materials below and do advance troubleshooting to determine whether you will have the students access these resources online. Otherwise download the census tables and make copies for each student. Review the Teacher's Key to Colorado's Changing Ethnic Make-Up for 1980-2000 Graphing Worksheet and the Teacher's Key to The United States' Changing Ethnic Make-Up for 1980-2000 Graphing Worksheet. Make copies of the all the worksheets including a few extras of the graphing worksheets for students who need a second chance. Organize students into pairs. Have colored pencils and rulers available. Review the vocabulary.

#### ACTIVITIES

##### **To the teacher:**

Show the Sample Table and Bar Graph and review the elements of both. Instruct the students to convert the information from the census tables into a table and then to a bar graph as indicated in the worksheets. Help the students create a table that correctly identifies the numbers from the census reports to use in graphs, then guide them in using this information to determine the size of the bars to draw in the graph. Direct students to use a different colored pencil for each of the years indicated on the legend for the bars in the graph for the ethnic groups represented. Encourage them to work carefully and to create neat, clean products. Circulate and help students as necessary. As a synthesizing activity, have students review their graphs and the table, then write a summary paper interpreting what they have learned and studied about the changing demographics in America. By having students convert information from the United States Census tables into bar graphs, you will dramatically demonstrate the use of graphic representations of information.

##### **To the student:**

Which one do you think is easier to understand? (Hold up examples of a table and a bar graph.) What's this called? And this one? You think they both have their uses? Yes, you're right. Today we are going to create our own bar graphs, using a table of information like this. In fact, we'll be looking at the United States census data from the last twenty years to find out how different ethnic groups are growing in numbers and percentages. After the bar graphs are created we will use the graphs to write a summary paper on our interpretation of the information. Okay, lets get started.

#### VOCABULARY

axis	legend
census	population
data	summarize
ethnic group	table
graph	unit of measure

## RESOURCES/MATERIALS

United States Census Table: United States: Race 2000

[http://factfinder.census.gov/bf\\_lang=en\\_vt\\_name=DEC\\_2000\\_SF1\\_U\\_QTP3\\_geo\\_id=01000US.html](http://factfinder.census.gov/bf_lang=en_vt_name=DEC_2000_SF1_U_QTP3_geo_id=01000US.html)

United States Census Table: Colorado: Race 2000

[http://factfinder.census.gov/bf\\_lang=en\\_vt\\_name=DEC\\_2000\\_SF1\\_U\\_QTP3\\_geo\\_id=04000US08.html](http://factfinder.census.gov/bf_lang=en_vt_name=DEC_2000_SF1_U_QTP3_geo_id=04000US08.html)

United States Census Table: United States: Race 1790-1990

<http://www.census.gov/population/documentation/twps0056/tab01.pdf>

United States Census Table: Colorado: Race 1860-1990

<http://www.census.gov/population/documentation/twps0056/tab20.pdf>

Teacher and Student Vocabulary List

Student Colorado's Changing Ethnic Make-Up for 1980-2000 Graphing Worksheet

Student The United States' Changing Ethnic Make-Up for 1980-2000 Graphing Worksheet

Student Summary Paper on the Demographic Changes in the United States from 1980 to 2000 Worksheet

Colored pencils

Rulers

## ASSESSMENT

When student turn in their papers, assess the quality of notes according to the following rubric:

Rubric Points	Rubric
4	Graphs are complete, accurate, and neat. Summary paragraph is thoughtful, accurate, and well-organized. Students followed directions and worked cooperatively.
3	Graphs are complete, accurate, and neat. . Summary paragraph is mostly thoughtful, accurate, and well-organized. Students followed directions are worked cooperatively most of the time.
2	Graphs are mostly complete, accurate, and neat. . Summary paragraph is accurate and well-organized in places. Students followed directions and worked cooperatively at times.
1	Graphs are complete, accurate, and neat in places. . Summary paragraph begins to show thought, accuracy, and organization. Students are learning to follow directions and work cooperatively.

## Lesson 8

### Teacher and Student Vocabulary List

The following words are used in this lesson. You may wish to review the words with the students. Note that these definitions were taken from a dictionary and not from the reading materials for this lesson. Teacher's should change the definitions as needed to reflect the context in which they were used.

- axis ..... a straight line about which a body or geometrical object rotates or may be conceived to rotate
- census ..... a periodic governmental enumeration (count) of population
- data ..... information organized for analysis or used as the basis for a decision
- ethnic group ..... of or relating to large groups of people classed according to common racial, national, tribal, religious, linguistic, or cultural origin or background
- graph ..... a drawing that exhibits a relationship between two or more sets of numbers
- legend ..... a story coming down from the past; *especially* : one popularly regarded as historical although not verifiable
- population ..... the whole number of people or inhabitants in a country or region
- summarize ..... covering the main points succinctly
- table ..... systematic arrangement of data usually in rows and columns for ready reference
- unit of measure ..... a specified quantity used as a basis for calculating



## Lesson 8

### Teacher's Preteaching to

### The United States Federal Census General Information

#### BACKGROUND

A census is a count or description of the population of a country, territory, state, county, or city. Census records are also called census schedules or population schedules. Early censuses are basically head counts. Later censuses give information about marriage, immigration, and literacy, etc. Starting in 1790, the United States government has taken a census every ten years. The 1850 census was the first federal census to give the names of all members of each household.

#### HOW THE CENSUSES WERE TAKEN

People called enumerators were hired by the United States government to take the census. The enumerators were given forms to fill out and were assigned to gather information about everyone living in a certain area or district. Enumerators could visit houses in any order, so families who are listed together in the census may or may not have been neighbors. The accuracy of the enumerators and the readability of their handwriting varies. After the census was taken, usually one copy was sent to the state and another to the federal government.

#### PUBLIC ACCESS TO CENSUS RECORDS

The U.S. Federal Censuses from 1790 to 1930 are available to the public through the United States National Archives and Records Administration (website: [www.nara.gov](http://www.nara.gov)). Census records from 1940 to the present are confidential. Census records are kept confidential for 80 years before they are open to the public.

#### RACIAL CATEGORIES AS USED FOR THE CENSUSES

In October 1997, the Office of Management and Budget (OMB) announced the revised standards for federal data on race and ethnicity. The minimum categories for race are: American Indian or Alaska Native; Asian; Black or African American; Native Hawaiian or Other Pacific Islander; and White. ***Hispanics have historically been identified as part of the white race.*** Instead of allowing a multiracial category as was originally suggested in public and congressional hearings, the OMB adopted the Inter-agency Committee's recommendation to allow respondents to select one or more races when they self-identify. With the OMB's approval, the Census 2000 questionnaires also include a sixth racial category: Some Other Race. There are also two minimum categories for ethnicity: Hispanic or Latino and Not Hispanic or Latino.

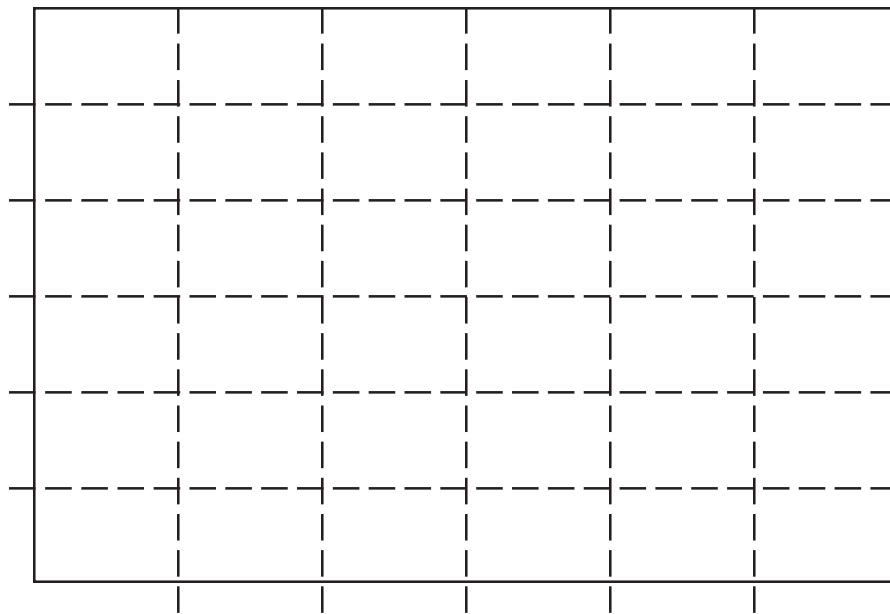
People of Hispanic origin may be of any race and should answer the question on race by marking one or more race categories shown on the questionnaire, including White, Black or African American, American Indian or Alaska Native, Asian, Native Hawaiian or Other Pacific Islander, and Some Other Race. Hispanics are asked to indicate their origin in the question on Hispanic origin, not in the question on race, because in the federal statistical system ethnic origin is considered to be a separate concept from race. The category Some Other Race, is intended to capture responses such as Mulatto, Creole, and Mestizo.

These categories were used on the Census 2000 questionnaire. All federal agencies were required to implement these standards by January 1, 2003 for new and revised data collections by federal agencies.

Source on racial categories: <http://www.census.gov/population/www/socdemo/race/racefactcb.html>

Name \_\_\_\_\_

**Lesson 8**  
**Student Colorado's Changing Ethnic Make-Up**  
**for 1980-2000 Graphing Worksheet**



Legend

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

## Lesson 8

### Teacher's Key to Colorado's Changing Ethnic Make-Up for 1980–2000 Graphing Worksheet

	1980	2000
<b>White</b>	2,390,479	2,824,404
<b>Hispanic</b>	339,717	735,601
<b>Black</b>	101,703	165,063
<b>American Indian</b>	18,068	44,241
<b>Asian</b>	29,916	95,213
<b>Other</b>	168,779	309,931

Source for 1980 numbers: Table 20: Colorado - Race and Hispanic Origin: 1860 to 1990

Source note: Do not use the column labeled "White" for the numbers in the bar graph.

Instead use the column on the far right labeled "White, not of Hispanic origin."

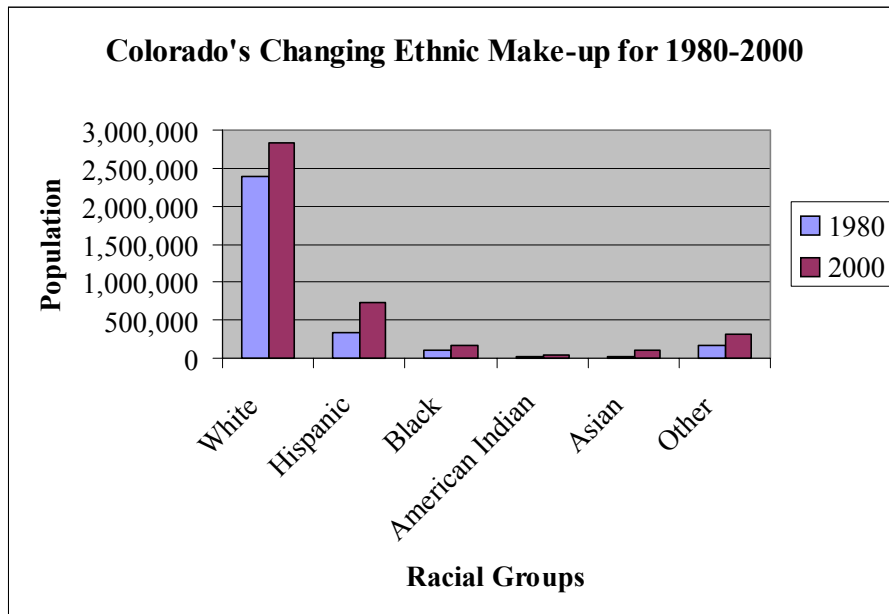
Source for 2000 numbers: U.S. Census Bureau - Colorado - Race 2000 Table

Source note: Do not use the row labeled "White" for the numbers in the bar graph.

Instead subtract the number in the row labeled "White" from the row labeled "Hispanic or Latino (of any race)" to determine the quantity.

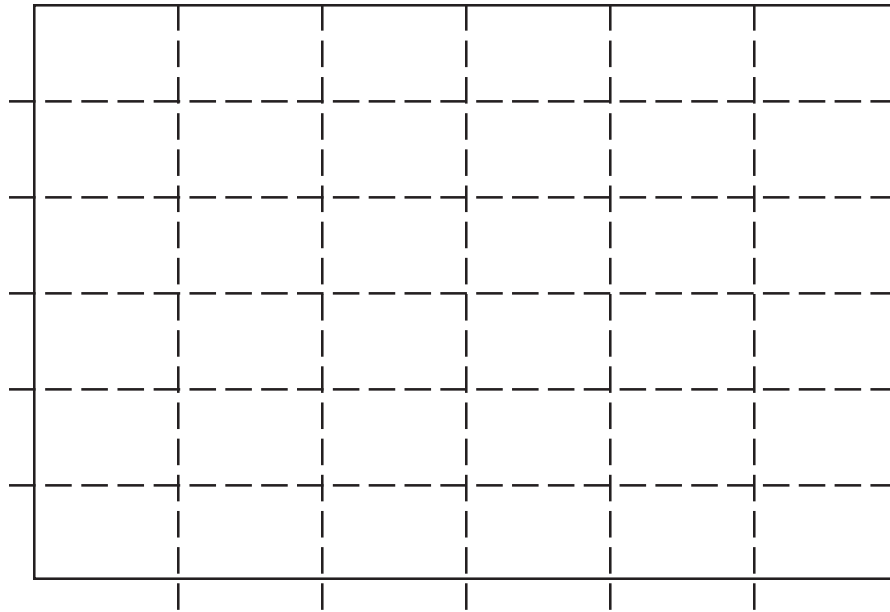
Use the row labeled "Hispanic or Latino (of any race)" for the "Hispanic" numbers.

Use the row labeled "Some other race" for the "Other" numbers in the bar graph.



Name \_\_\_\_\_

**Lesson 8**  
**Student The United States'**  
**Changing Ethnic Make-Up for 1980-2000 Graphing Worksheet**



Legend

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

## Lesson 8

### Teacher's Key to The United States' Changing Ethnic Make-Up for 1980–2000 Graphing Worksheet

	1980	2000
<b>White</b>	180,256,366	211,460,626
<b>Hispanic</b>	14,608,673	35,305,818
<b>Black</b>	26,495,025	34,658,190
<b>American Indian</b>	1,420,400	2,475,956
<b>Asian</b>	3,500,439	10,242,998
<b>Other</b>	6,758,319	15,359,073

Source for 1980 numbers: Table 1: United States - Race and Hispanic Origin: 1860 to 1990

Source note: Do not use the column labeled “White” for the numbers in the bar graph.

Instead use the column on the far right labeled “White, not of Hispanic origin.”

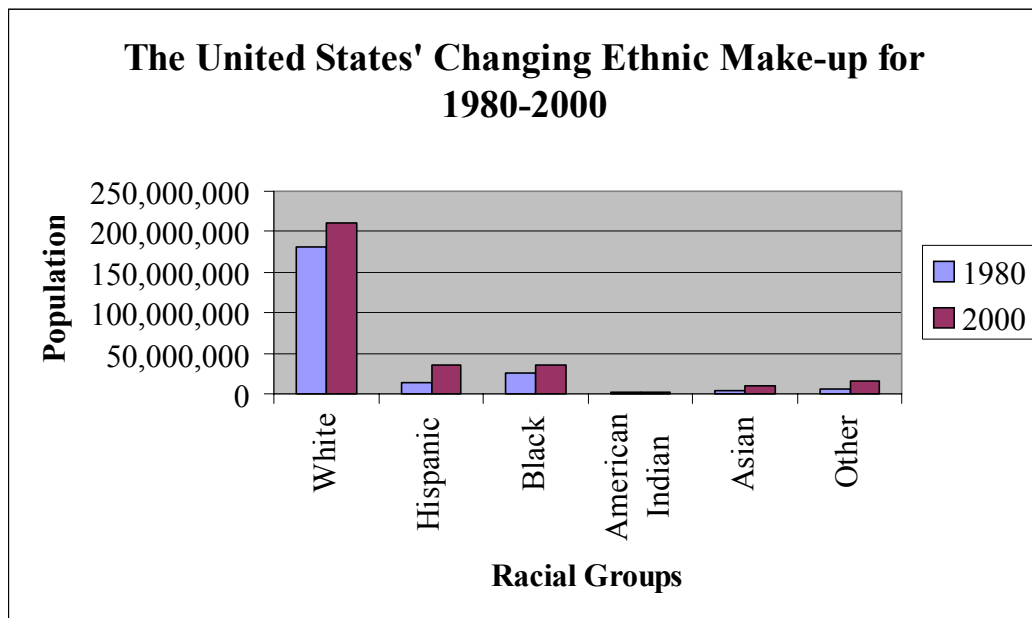
Source for 2000 numbers: U.S. Census Bureau - United States - Race 2000 Table

Source note: Do not use the row labeled “White” for the numbers in the bar graph.

Instead subtract the number in the row labeled “White” from the row labelled “Hispanic or Latino (of any race)” to determine the quantity.

Use the row labeled “Hispanic or Latino (of any race)” for the “Hispanic” numbers.

Use the row labeled “Some other race” for the “Other” numbers in the bar graph.

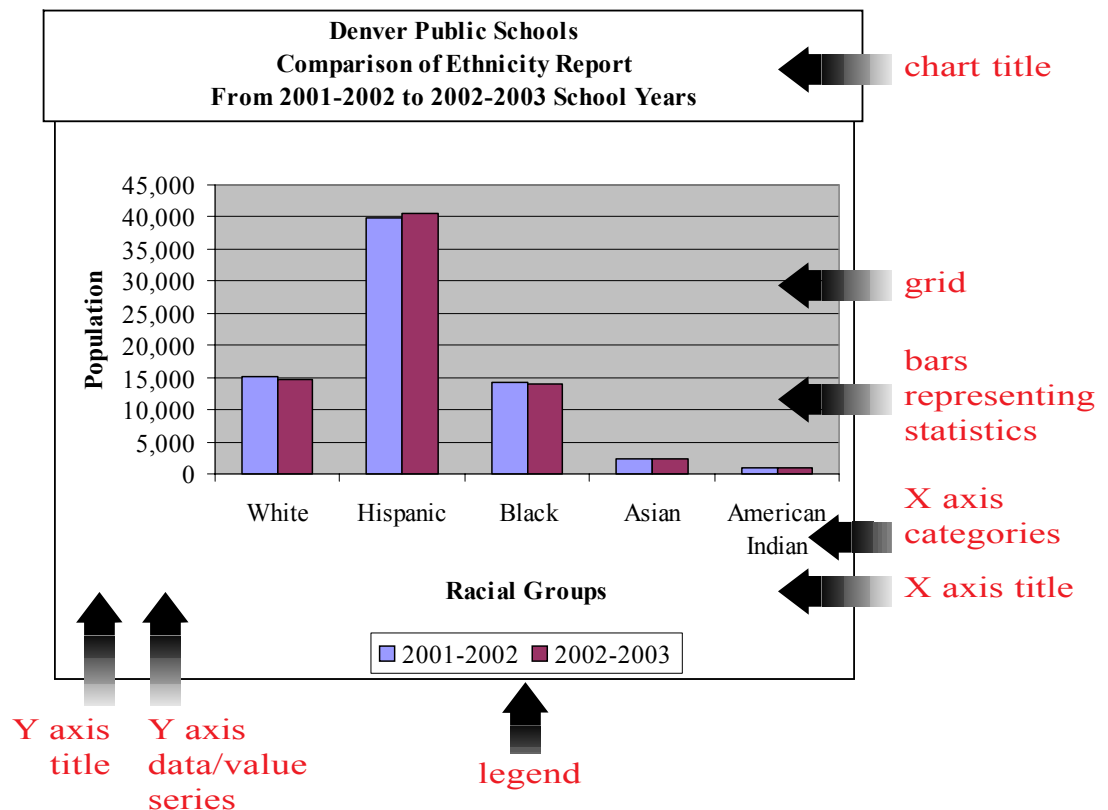
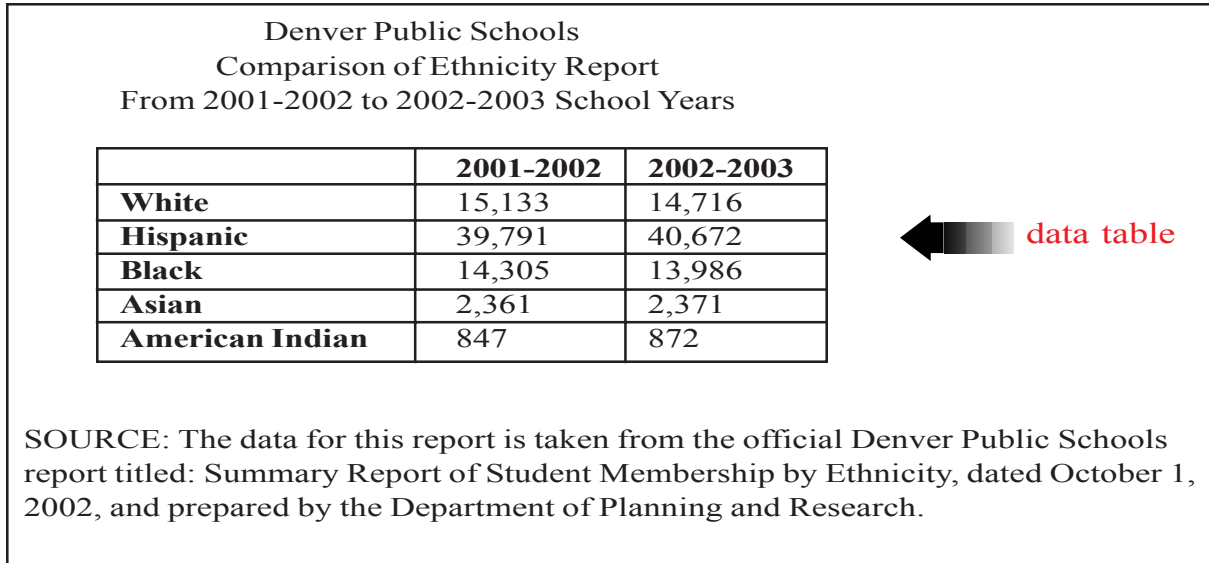




## Lesson 8

### Teacher's Preteaching - Sample Table and Bar Graph

Show students the table and bar graph below, explaining each element and how they correspond to each other.



## Lesson 9

# L.A.R.A.S.A (Latin American Research and Service Agency): A Model for Community Advocacy and Change

### What will students be learning?

#### STANDARDS

Students understand how citizens exercise the roles, rights, and responsibilities of participation in civic life at all levels—local, state and national. (C4)

Students understand that societies are diverse and have changed over time. (H3)

Students read and understand a variety of materials. (RW1)

Students will write and speak for a variety of purposes and audiences. (RW2)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

#### BENCHMARKS

Students know what citizenship is. (C4.1)

Students know how citizens can exercise their rights. (C4.3)

Students know how citizens can participate in civic life. (C4.4)

Students know how various societies have been affected by contacts and exchanges among diverse peoples. (H3.1)

Students understand the history of social organization in various societies. (H3.2)

Students use comprehension strategies. (RW1.1)

Students make connections between prior knowledge and what they need to know about a topic before reading about it. (RW1.2)

Students adjust reading strategies for a variety of purposes. (RW1.3)

Students write and speak for a variety of purposes. (RW2.2)

Students make predictions, analyze, draw conclusions, and discriminate between fact and opinion in reading, writing, speaking, listening, and viewing. (RW4.1)

#### OBJECTIVES

Students will use the internet to review the history and development of a local community organization L.A.R.A.S.A. (Latin American Research and Service Agency).

Students will analyze evidence to determine the organization's purpose, audience, and constituency.

Students will project the future role of L.A.R.A.S.A. (Latin American Research and Service Agency) and similar advocacy groups based on demographic and sociocultural change.

Students will be introduced to four local individuals who, through group advocacy, made substantial contributions to the local community.

Students will factor in all the elements studied to determine how fundamental change is made.

#### SPECIFICS

The mission of the Latin American Research and Service Agency (L.A.R.A.S.A.) is a 501(c)(3) nonprofit organization created in 1964 to improve the health, education and self-sufficiency of Colorado's Latino community. The mission of this organization is to lead and influence change to improve the quality of life for Latinos throughout Colorado, by pursuing the following goals:

- Increase the Latino community's capacity to create policies and systems that meet their needs and to challenge those that do not.



- Increase equity through advocacy, taking direct action and creating opportunities for the Latino community.
- Increase community awareness about Latino issues in Colorado to develop effective public policy and programs.

### **What will be done to help students learn this?**

#### INSTRUCTIONAL STRATEGIES

Analogy

Concept development

Web research

Identification of terms

Critical thinking and analysis

Graphic organizer

#### PRELIMINARY LESSON PREPARATION

Visit the website: [www.larasa.org](http://www.larasa.org). Determine whether students can gather data themselves using the computer lab. Present them with informational printouts from the website. Organize students into pairs and discuss the informational printouts, discerning concepts and their meanings. Make copies of *A Brief History of the L.A.R.A.S.A. Organization* handout, the *Three Local Leaders in Denver* handout, and the *Bernard “Bernie” Valdez* handout. Prepare a model cluster diagram using the following topics: products, services, mission, history, centers, L.A.R.A.S.A. reports/topics, audience, and constituencies. Reflect how you will bring the lesson to a close around the concept of advocacy as a component of civic life and citizenship.

#### ACTIVITIES

##### **To the teacher:**

Write the following incomplete analogy on the board and have students brainstorm as many possible responses as possible: conquerors:victims::advocacy:? Share responses with the class. Read *A Brief History of the L.A.R.A.S.A. Organization* handout, the *Three Local Leaders in Denver* handout, and the *Bernard “Bernie” Valdez* handout together as a class and begin a discussion. Define the main topics of a cluster diagram. Provide a model for students while explaining the procedures. Once students have completed their work, debrief, answer questions, and have students make connections on how this relates to civic life and citizenship. Why is the L.A.R.A.S.A. organization important? What might its future hold? Guide students to make a cluster diagram with the following headings: products and services, mission, history, centers, L.A.R.A.S.A. reports/topics, audience, and constituency.

##### **To the student:**

As you can see, I’ve written an incomplete analogy on the board. Silently and individually, brainstorm as many possible answers as you can. If you have trouble with finding specific words, a phrase will do as well. Who has an idea to share? Great. Lets now look at a model of advocacy with deep roots in Denver’s Latino community. Has anyone ever heard of the L.A.R.A.S.A. organization? Yes? Who are they? What do they do? Well today we are going to take a detailed look at this organization and investigate how it fulfills its mission. What does the word “mission” mean, by the way?

## VOCABULARY

advocacy  
audience  
constituency  
equity  
mission  
nonprofit  
policy  
self-sufficiency  
systems

## RESOURCES/MATERIALS

Access to the website: [www.larasa.org](http://www.larasa.org)  
Teacher and Student Vocabulary List  
A Brief History of the L.A.R.A.S.A. Organization handout  
Three Local Leaders in Denver handout  
Bernard “Bernie” Valdez handout  
Loose leaf paper for cluster diagram (Students may need more than one sheet.)

## ASSESSMENT

When students hand in papers, grade notes according to the following rubric:

Rubric Points	Rubric
4	Cluster diagrams are complete, accurate, and detailed. Students followed directions and worked cooperatively.
3	Cluster diagrams are mostly complete, accurate, and detailed. Students mostly followed directions and worked cooperatively.
2	Cluster diagrams are complete, accurate, and detailed in places. Students followed directions and worked cooperatively with prompting.
1	Cluster diagrams show developing evidence of completeness, accuracy, and detail. Students are learning to follow directions and work cooperatively.

## Lesson 9

### Teacher and Student Vocabulary List

The following words are used in this lesson. You may wish to review the words with the students. Note that these definitions were taken from a dictionary and not from the reading materials for this lesson. Teacher's should change the definitions as needed to reflect the context in which they were used.

- advocacy ..... the act or process of advocating or supporting a cause or proposal
- audience ..... a group of stectators, listeners, or readers of a work or performance
- constituency ..... a body of citizens entitled to elect a representative; the residents in an electoral district
- equity ..... justice according to natural law or right; specifically freedom from bias or favoritism
- mission ..... a self-imposed duty; a body of persons sent to perform a service or carry on an activity
- nonprofit ..... not conducted or maintained for the purpose of making a profit
- policy ..... a plan or course of action designed to influence and determine decisions, actions, and other matters
- self-sufficiency ..... an individual's reliance to provide adequately for oneself
- systems ..... a group of interacting, interrelated, or interdependent elements forming a complex whole

## Lesson 9

### A Brief History of the L.A.R.A.S.A. Organization

By the 1960s, Denver's Latinos were organizing formally to increase their capacity to collectively influence the powers that were providing public and other services to the Latino community. Persistent neglect of Latino issues on the part of several generations of mayors and legislators was but one of the many catalysts for the early founders to find a collective voice. They were also motivated by the realization that sustained systematic discrimination still occurred - although it did not take the form that it took in the period from the mid-1920s to as late as the 1940s. During that span of time the Ku Klux Klan controlled significant seats of power in Denver, including the governorship, legislature, mayors and police chiefs who promoted "systematic bigotry" against minority populations, including Latinos.<sup>1</sup>

Many of the founders of the Latin American Research and Service Agency (L.A.R.A.S.A.) were attempting to create social change by creating coalitions and working within the existing political systems. According to one of the founders, Mr. Levi Beall, L.A.R.A.S.A. was created because its founders "strove mightily"<sup>2</sup> to be broad based, well coordinated, and ultimately, successful in creating a non-profit organization for Latinos.

Influences for Latino organizing in this era included the urbanization of the Latino population, the two World Wars, the war on poverty, and the civil rights movement. The efforts of a generation of Denver's Latino leaders led to rich political and social advancements, including the creation of L.A.R.A.S.A., the Latin American Educational Fund, the Crusade for Justice, Los Voluntarios, the Denver Service Club, the American GI Forum, Escuela Tlatelolco, the Colorado Committee Against Police Brutality, and others. A wide variety of people "came together to discuss the ways and means" to create an organization for a people "with an honorable and proud history."<sup>3</sup>

Today, L.A.R.A.S.A.'s efforts are a combination of coalition building and grassroots organizing (in particular, with regard to the utilization of health services and the participation of parents in the education of their children). L.A.R.A.S.A. is in an important position to create mechanisms for leadership development at the grassroots and in the more traditional arenas. The early organizing efforts are an inspiration and impetus to continue to serve as a voice for the Latino community when issues arise which require that we "strive mightily" for social justice.

L.A.R.A.S.A.'s continuing work after 1964 is called by one of the original founders "carrying on the big fight."<sup>4</sup> Today, L.A.R.A.S.A. serves as a partner in the vitality of Latino life in the Denver metropolitan region and throughout the state of Colorado as it defines its work and is sustained in its vision by today's new leaders who develop innovative approaches to provide access to health, education and self-sufficiency services for thousands of Latinos. L.A.R.A.S.A., in this new century, claims an important role in the 35-year "big fight" to organize efforts to change institutional policies and practices regarding equal opportunity, education, social justice, and other important issues.

---

<sup>1</sup> Delgado, Richard and Jean Stefancic. Home-Grown Racism: Colorado's Historic Embrace—and Denial—of Equal Opportunity in Higher Education, Volume 70, University of Colorado Law Review, p. 703 (1999).

<sup>2</sup> Levi Beall, founder. Fall 1999 interviews with some of the LARASA founders were produced as a video by Joaquin Bustos for use at the Bernie Valdez Awards Luncheon 10/8/99.

<sup>3</sup> Dr. James Galvin, Founder, interview, Fall 1999.

<sup>4</sup> Moises Trujillo, Founder, interview, Fall 1999.

## **Lesson 9**

### **Three Local Leaders in Denver**

#### **LENA LAVATO ARCHULETA**

##### **Educator and Community Activist**

Born on July 25, 1920 in Clapham, New Mexico

For more than 30 years, Lena Archuleta has served the Hispanic community in Colorado as teacher, school librarian, administrator and community volunteer. In 1976, she became the first Hispanic female principal in the Denver Public Schools. She served as supervisor of Bilingual Education programs and Community Relations for the school system, was a member of the State Board of Community Colleges and Vocational Education, and was the first woman to serve as President of the Latin American Education Foundation. Archuleta was also President of the Colorado Library Association and a member of the Ford Foundation Leadership Development Committee. Retiring from the Denver Public Schools in 1979, she is now a full-time volunteer on the Community Relations and Landmark Preservation Commission, Latin American Research and Service Agency (L.A.R.A.S.A.), Mi Casa Resource Center for Women, and the American Association of Retired Persons (A.A.R.P.).

#### **RACHEL BASSETTE NOEL**

##### **Civil Rights Pioneer**

Born on January 15, 1918 in Hampton, Virginia

Rachel Noel was the first black woman elected to public office in Colorado and the first black person elected to the seven member school board of the Denver Public Schools. Motivated by her own discrimination experience, she seized the opportunity to work toward desegregating the Denver Public Schools. She introduced what became known as the Noel Resolution, which set a goal for total integration by December, 1968. Public opposition, including hate mail and angry phone calls did not discourage Noel. Although the new school board overturned the Resolution in 1969, the suit to integrate Denver schools was eventually upheld by the U.S. Supreme Court. Noel chaired the Department of Afro-American Studies at Metro State College and was elected statewide to serve on the Colorado University Board of Regents. Noel has an Honorary Doctorate from the University of Denver and has received numerous awards and honors for her civil rights contributions. She continues to work and serve the Colorado community.

#### **POLLY BACA**

##### **Latina Pioneer**

Born on February 13, 1941 in Weld County, Colorado

Polly Baca has a life-long list of accomplishments as a pioneer for both women and Latin Americans. Currently, Baca is Chief Executive Officer of Sierra Baca Systems, a management consulting firm specializing in motivational presentations, multi-cultural leadership and diversity training. Previously, Baca served as Regional Administrator for the General Services Administration (GSA) of the Rocky Mountain Region, as Special Assistant to President Bill Clinton and as Director of the U.S. Office of Consumer Affairs. She was also Executive Director of the Colorado Hispanic Institute and through the U.S. Information Agency AmPart Program, lectured in Japan and the Philippines on the role of race, ethnicity and women in the American socio-political system. Baca was the first minority woman to be elected to the Colorado State Senate and she served in the Colorado State Legislature for 12 years. She was also the first Latina woman to co-chair a National Democratic Presidential Nominating Convention and the first Latina to receive a major party nomination for the U. S. Congress.

## Lesson 9

### Bernard “Bernie” Valdez

Bernard “Bernie” Valdez was born on March 14, 1912 in Cleveland, New Mexico. When he was 12 years old his family moved to northern Colorado to work in the farm fields. He later attended the Colorado State University. During World War II, he worked for the Farm Security Administration’s Bracero Program, which brought Mexican nationalists to work in the United States as farm laborers. In 1944, Mr. Valdez married Dora Velasquez and they had three children.

Mr. Valdez organized service programs and worked in the fields of health, welfare, and education, and with religious, civic, and governmental agencies for more than 50 years. He received many citations, awards, and recognitions from many organizations for his educational and social contributions to the Denver community.

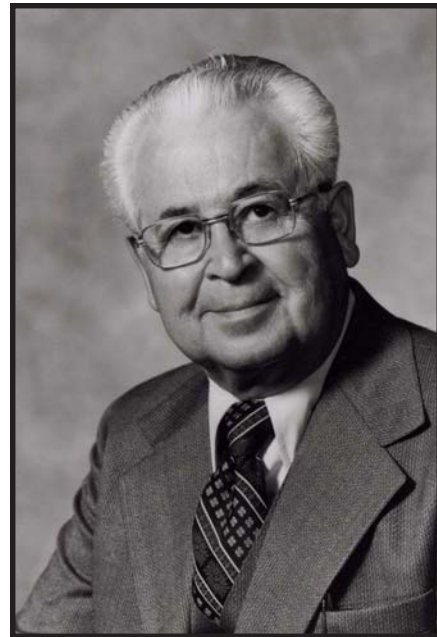
During Mayor Currigan’s term, Mr. Valdez was appointed manager of the Department of Social Services for the city and county of Denver, a position he held for 16 years, (1963–1979). He served on the National Council of Community Relations (Department of Justice), National Advisory Committee on Mexican-American Education, and select committees on educational opportunity and bilingual-bicultural education. Mr. Valdez spent a lifetime of commitment to the Hispanic community through his efforts in developing community affairs, increasing housing, recreational, and educational opportunities.

Mr. Valdez served on the of the Board of Education for the Denver Public Schools, Denver District #1, from 1972–1978 and as president of the Board of Education from 1975–1977. He was the first Hispanic to serve as president on this district’s Board of Education. In 1980, he received an honorary doctorate degree of public service from Metropolitan State College of Denver. In 1988, he received a doctorate of humane letters from Colorado University of Denver (CU).

Mr. Valdez was particularly instrumental in the establishment of groups and services supportive of Hispanic members in the Denver community. His community involvement included co-founding the Latin American Educational Foundation in 1949, an organization that raises funds for scholarships for Hispanic students, which continues to the present time. He was involved in the organization to promote and develop an Hispanic political agenda, which became the National Council of La Raza. In 1964, he was one of the founding members of the Latin American Research and Service Agency (L.A.R.A.S.A.), which continues his legacy today with its annual Bernie Valdez Luncheon and Awards.

In 1997, Mr. Valdez received the National Council of La Raza Humanitarian Award. Later that year, on November 2nd, he passed away at the age of 85 in Denver. His name lives on in the city. In 1996, the Denver Public Library named a branch located on Vine St. after him, and after his death the Hispanic Heritage Center on Colfax and Kalamath was dedicated in his honor. There is a bust of Mr. Valdez in the Valdez-Perry branch library that was sculpted by the artist, Manuel Martinez. Even in death, Mr. Valdez has continued to receive awards. He was the recipient of Mayor Wellington Webb’s Millennium Award in the year 2000.

Mr. Valdez worked within the political system in a quiet way, yet his activism set the standard for Hispanics in public and non-profit service. He touched and inspired many people in Colorado with his vision of a just society and his ability to make that vision a reality.



*Mr. Bernard “Bernie” Valdez*

## Unit Assessment

### PERFORMANCE TASK

This unit assessment will evaluate student mastery of the most significant concepts and contents of this unit. If necessary, modify this assessment to more accurately reflect your instructional implementation plan. Prior to administering the assessment, have a review session on the format and content. Clearly explain the various components and what students are expected to do. This preparation and review will give the assessment the greatest possible instructional value.

### ASSESSMENT PREPARATION

Make adequate copies of the final unit assessment. Organize your review of the material, collate and return student work from the unit so that they can use it in preparation.

### RESOURCES/MATERIALS

Student Identification of Terms Paragraphs Worksheet

Student The Six C's Model of Sociocultural Change of the United States Today

Student A Look into the Future Essay Worksheet

### UNIT ASSESSMENT RUBRIC

Rubric Points Rubric

- |   |  |
|---|--|
| 4 | Six of six terms are accurately defined, their importance is clearly explained. All eight components of the six C's graphic organizer are complete and correct. Essay demonstrates clear understanding of the major unit concepts, is well-organized, rich with detail and grammatically correct.                        |
| 3 | Five of six terms are accurately defined, their importance is clearly explained. Seven of eight components of the six C's graphic organizer are complete and correct. Essay demonstrates substantial understanding of the major unit concepts, and is mostly well-organized, rich with detail and grammatically correct. |
| 2 | Four of six terms are accurately defined, their importance is clearly explained. Six of eight components of the six C's graphic organizer are complete and correct. Essay demonstrates some understanding of the major unit concepts, and is mostly well-organized, rich with detail and grammatically correct.          |
| 1 | Three of six terms are accurately defined, their importance is clearly explained. Five of eight components of the six C's graphic organizer are complete and correct. Essay demonstrates developing understanding of the major unit concepts, is well-organized, rich with detail and grammatically correct in places.   |





Name \_\_\_\_\_

**Unit Assessment**  
**Student The Six C's Model of Sociocultural Change**  
**of the United States Worksheet**

**Directions:** Complete the following six C's model assuming we are looking at the United States today. How would you describe the stable characteristics and the transformational ones? Think carefully and use all the information from this unit of study.

	<b>CLASS</b>	<b>CONTACT</b>
	<b>CULTURE</b>	<b>CONFLICT</b>
	<b>COLOR</b>	<b>CHANGE</b>



## Bibliography

### BOOKS

Acuna, Rodolfo. *Occupied America: A History of Chicanos*. New York: California State University at Northridge, 1988.

Acuna covers the time period from Spanish conquest through the 1980s, focusing on the Southwest of the United States, including Texas, New Mexico, Arizona, and California. The issues he focuses on are immigration, and the historical context in which Mexicanos became a definable population in the United States. Acuna discusses labor, the move of people into urban areas, and the volatile times of the 1960s and civil rights movements. The information in this text is very valuable to the teacher, however, the style is academic, the tone of his message is radical, and for the more sophisticated reader.

Campa, Arthur L. *Hispanic Culture in the Southwest*. Norman: University of Oklahoma Press, 1979, 1993.

This is a comprehensive text covering Hispanic culture from an anthropological point of view. Campa's first chapter is dedicated to the question of nomenclature, which can be very helpful to the instructor before discussion of this concept in the classroom. This book is very readable and selected maps, pictures and chapters are very appropriate for the high school student.

Chavez, John R. *The Lost Land: The Chicano Image of the Southwest*. Albuquerque: University of New Mexico Press, 1949, 1993.

This text is written from the perspective of the Chicano/Mexicano, going from south to north, rather than the Anglo perspective of east to west. Chavez's volume is a valuable resource for the teacher in creating critical thinking questions regarding this perspective, but is not necessarily appropriate for the high school student reader.

Delgado, Richard and Stefancic, Jean, eds. *The Latino/A Condition: A Critical Reader*. New York/London: New York University Press, 1998

A comprehensive collection of essays by some of the foremost historians, sociologists, essayists, law professors, and Latino writers of the recent, past decades. This is a scholarly overview of the Latino community and its issues at the end of the turn of this century. Not appropriate for the high school student reader, but issues and comments section at the end of every section addresses poignant questions teachers can use as a guide for classroom discussion.

Gomez-Quinones, Juan. *Chicano Politics: Reality and Promise 1940-1990*. Albuquerque: University of New Mexico Press, 1992.

Gomez-Quinones presents a very organized account of Chicano Politics in an easy to understand format of 10-year increments from the 1940s to the 1990s. A comprehensive text for teachers to understand the complexities of the political climate during each period and how it affected the worker.

Gamio, Manuel, ed. *The Life Story of the Mexican Immigrant: Autobiographic Documents*. New York: Dover Publications, Inc., 1971.

This text is a one of a kind collection of first-hand stories of immigrants and the tone gives a clear impression of the times at the early part of the 20th century. Although dated, (these autobiographical accounts were collected in 1931, and republished in 1971), it is one of the first anthropological works of its kind. The accounts graphically document the "push-pull" dynamic of the violence of the Mexican Revolution, and the need for Mexican workers in the United States during that period.

Gonzales, Manuel G. *Mexicanos: A History of Mexicans in the United States*. Bloomington/Indianapolis: Indiana University Press, 1999.

This is a highly academic historic treatment of Mexicans in the United States from the Aztecs to the present day. Gonzales's treatment of the past 25 years is very thorough. Demographics in the last chapter are extremely useful for accepting a true picture of the Latino population in the U. S. today. Teachers are encouraged to use this part of the text especially, with guidance to the students in its meaning.

Gonzales, Rodolfo. *I Am Joaquin: An Epic Poem*. Denver: Escuela Tlatelolco Press, 1991.

This epic poem is an excellent work of literature for students to read and recognize literature as a record of human experience, as it does just that, recording the movement of the Chicano people from Spanish conquest to the unrest of the 1960s in the United States.

Gonzalez, Juan. *Harvest of Empire: A History of Latinos in America*. New York/London: Penguin Books, 2000.

This text is highly recommended for high school students as the author is a journalist and has written an easy to read, understandable and very academically correct account of the dynamics of colonial contact from the Spanish and English powers. Gonzalez also includes perspectives from various Latino cultures such as Puerto Rican, Cuban, and South American. Materials from this book can be easily utilized in the classroom.

Munoz, Jr., Carlos. *Youth, Identity, Power: The Chicano Movement*. London/New York: Verso, 1989, 1993.

This is an excellent resource for the teacher as Munoz focuses on Chicano movement of the 1960s and how that movement affected the cultural development of the Chicano population. He also addresses the atmosphere of Chicano politics in the 1980's. Munoz also has the distinction of being a scholar in higher education as well as being a leader of the Chicano Student Movement of the 1960s.

Nostrand, Richard L. *The Hispano Homeland*. Norman: University of Oklahoma Press, 1992.

This text uses a geographical perspective on the shaping of culture during a specific period. Four hundred years of relative isolation, intermixture with Native American Indians, Anglos, and Mexican Americans, combined with isolation in their particular natural and cultural environments creates a unique sense of place for the people of this area. A very readable text of in-depth material on the uniquely hispano culture.

Rosales, F.A. *Chicano! The History of the Mexican-American Civil Rights Movement*. Houston: Arte Publico Press, 1996.

This volume is based on the Public Broadcast Service series of the same name, and is recommended to use in conjunction with the video series. This book is a valuable resource for the teacher, as it contains excellent photographs, and has input of many major players of the Chicano movement. Rosales presents the information in an unbiased, critical view while discussing controversial issues.

Tucker, Shelley. *Writing Poetry*. Parsippany, New Jersey: Good Year Books, 1992

This is an excellent resource to teaching poetry and is full of exercises and ideas. It is well-organized, accessible, and thorough.

Vargas, Zaragosa, ed. *Major Problems in Mexican American History*. Boston/New York: Houghton Mifflin Company, 1999.

A college text, this book is valuable to the teacher as a source for both primary sources and essays on topics of Chicano, Indian, and Mexican history as it relates to the United States and

conventional historical education.

Varnell, Jeanne. *Women of Consequence: The Colorado Women's Hall of Fame*. Boulder: Johnson Books, 1999.

This is a valuable text, as it features outstanding women of Colorado, many still living, including chapters on Lena Archuleta and Rachel Noel. This is a recommended resources for student use.

Vigil, James Diego. *From Indians to Chicanos: The dynamics of Mexican-American Culture*. Prospect Heights: Waveland Press, Inc., 1998.

This is an excellent anthropological text to be used as a teacher's guide for the evolution of a people from before Spanish colonization to the present. An academic work, the chronological format, charts, and illustrations can be used as tools in the classrooms.

#### VIDEOCASSETTES

Bernard Valdez Hispanic Heritage Center. *Video. US West, 1801 California Street, Suite 5020, Denver, CO 80202 (303) 896-4239. 2/18/99, 13:30 min.*

This is a promotional video soliciting for funds for the Hispanic Heritage Center located on Colfax across the street from the Auraria Campus. It is worthwhile to view as it includes discussion of Latino issues in Denver and talks about the work of Bernie Valdez and his value to the community.

*Chicano! History of the Mexican-American Civil Rights Movement*, Episode 4, Fighting for Political Power. Video. Los Angeles: National Latino Communications Center, 1996, 57 minutes.

The entire series of four videos: Episode 1, Quest for a Homeland; Episode 2, The Struggle in the Fields; Episode 3, Taking Back the Schools; and Episode 4, Fighting for Political Power are all relevant to this subject. Episode four focuses on the political unrest of the 1960s including the creation of a third political party, La Raza Unida. The generation of political activists during this period were the catalysts for huge numbers of Latinos registering to vote and eventually seeing thousands of Latinos being elected to political office.

*Hispanosamericanos: Bernie Valdez*. Video. A Richard Castro/James Abeyta Production. Host: Pierre Jimenez. (Jaime Abeyta 821-7700), 7/13/97, 29 min.

This tape was borrowed from Dora Valdez, the wife of Bernie Valdez. It appears to be produced by a local, small station. Mr. Valdez passed away a few months after this tape was made and is an interesting interview, valuable in that the viewer sees a remarkable, yet modest individual. This would be an excellent video for students to observe an older community member who dedicated his life to public service, and who from very humble beginnings eventually became a community leader.

## About the Authors

### **Arthur Campa, Ph.D.**

Dr. Campa was born in El Paso, Texas. His father's family immigrated to the US in 1912 following the death of his grandfather who was an officer under General Obregón's revolutionary forces. Campa's family moved to Albuquerque, New Mexico following his father's return from the Army Air Corps after World War II, and then to Denver, Colorado, where he essentially spent the greater part of his childhood.

Dr. Campa received his Bachelor's degree in Latin American Studies at the University of Denver in 1966, supported by an academic scholarship. He attended the University of the Americas in México on a junior year abroad scholarship. Dr. Campa continued his graduate studies at the University of Colorado at Boulder, where he received his M. A. (1972) and Ph.D. (1980) in Cultural and Applied Anthropology, supported by a Ford Foundation Fellowship.

Dr. Campa is presently Associate Professor of Anthropology and Adjunct Professor of Chicano Studies at The Metropolitan State College of Denver. He is also Director of the MSCD College Assistance Migrant Program, a program that provides intensive retentive support for first generation college students of a farmworker background. Campa also provides assistance for the Denver Public School's *El Alma de la Raza Curriculum* Project together with Dr. Luis Torres of MSCD.

Dr. Campa lived six years in Latin America (Chile, México, and Perú). As an Applied Anthropologist, Dr. Campa is committed to sustainable development. He is Executive Director of P.E.R.U. (Peruvian Eco-sustainable Development & Understanding), a non-profit development agency that he helped establish with his wife Ellen in 2000. This group is involved in sustainable development of a small agricultural community on the northern coast of Perú, which he has visited yearly since 2000.

### **Ellen Campa**

Ms. Campa was a member of the original focus group that began formulating the Alma de la Raza Curriculum Development and Teacher Training Project. This group consisted of four students and four faculty members from Metropolitan State College. During her internship with the Alma Project, Ms. Campa reviewed the Colorado State Education Standards as they applied to curriculum development, and made contacts with community resources available to teachers to assist them in their development of curriculum units.

Ms. Campa has a degree in Anthropology and Chicano Studies earned from Metro State College as the President's Award winner in 1997. She has also been a hand spinner and weaver for thirty years with a focus on Navajo style weaving and now raises alpacas for their fiber. In addition to working as an applied anthropologist with Campa Consulting, she has worked extensively doing contract research including needs assessments, program evaluations and data analysis.

Ms. Campa is a founding member of *Peruvian Eco-Sustainable Research and Understanding* (P.E.R.U.) a non-profit organization that operates sustainable development projects on the Northern coast of Peru. Ms. Campa serves on the board of directors for that organization and instituted a textile cooperative in the village of Santa Rita, Peru. She writes and does research for the organization, as well as grant searches and partnership development.

### **Steve Garner**

Steve Garner grew up in the small, San Joaquin Valley town of Delano, California, where he lived most of his youth. Mr. Garner spent his senior year of high school as an exchange student in Linköping, Sweden, before beginning his studies in International Relations at the University of California at Davis. During his tenure there, he completed a Minor in Russian Language and a yearlong program of study in New Delhi, India.

After graduating with honors, he continued his studies of Russian, culminating in a semester-long program in Moscow, Russia. He is the recipient of numerous awards, scholarships, and grants, including a Foreign Language Area Studies Scholarship, U.S. Department of Education Scholarship, Social Science Research Council Grant, and Crystal Apple Outstanding Teacher nomination.

After several years of working in computer-related fields, Mr. Garner became a teacher of secondary English and Social Studies. He received his Master's Degree from the University of Colorado, Denver in Curriculum and Instruction with an emphasis in Second Language Acquisition in 1997. In 1999, he was appointed Director of the Ford Initiative—a K-12, systemic, school reform effort funded by a multiyear grant from the Ford Foundation. He has recently launched his own firm, Polyglot, Inc., specializing in project management and development consulting. He can be reached at 720-327-0656 or [polyglot@att.net](mailto:polyglot@att.net).