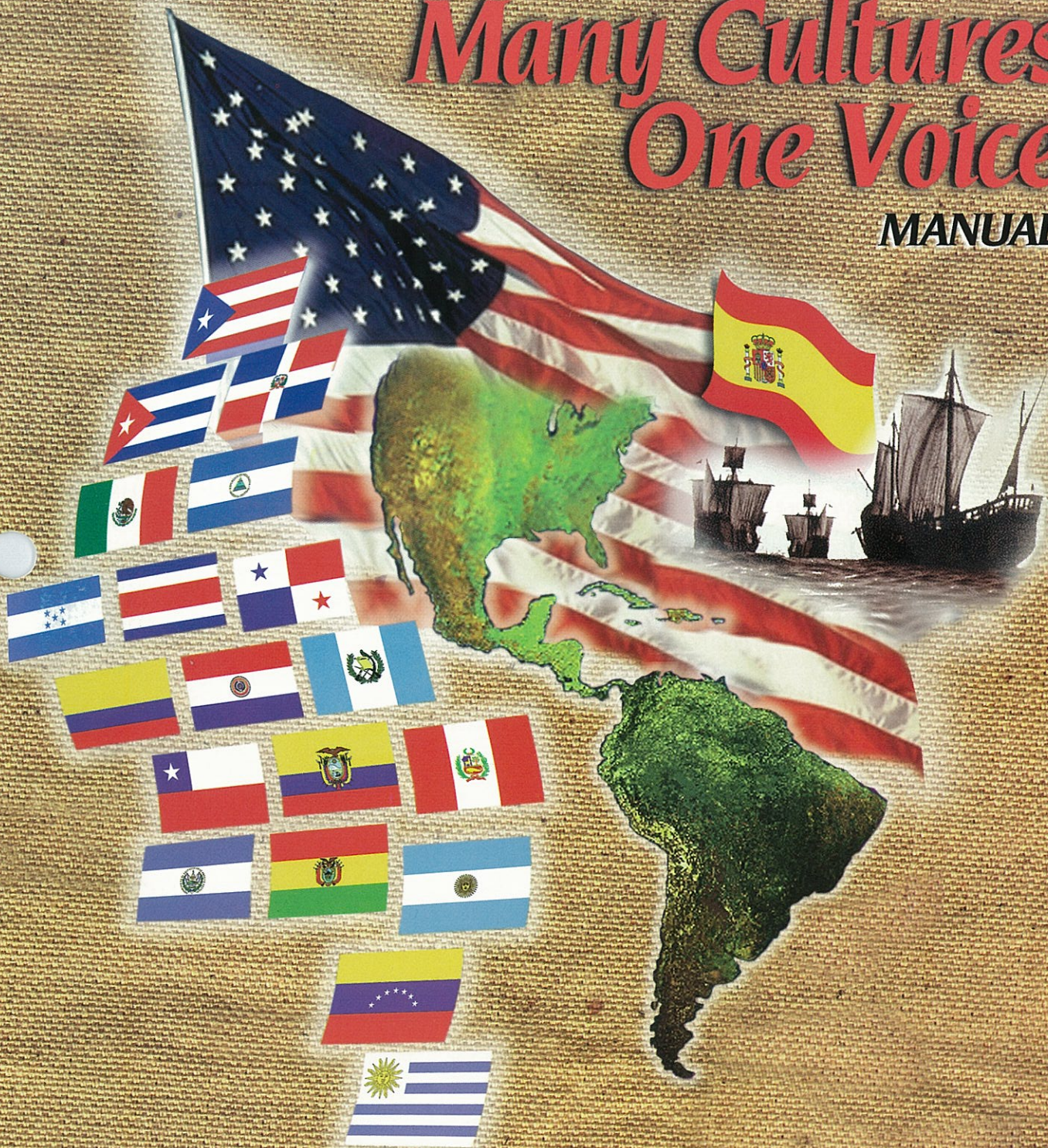


HISPANIC AMERICANS

Many Cultures One Voice

MANUAL



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"Many Cultures One Voice"
Manual

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HISPANIC AMERICANS

“MANY CULTURES ONE VOICE”

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The *Hispanic Americans “Many Cultures, One Voice”* manual is a collaborative effort of educators, authors and scholars. They were charged with the difficult task of effectively and truthfully presenting the history of a people over a span of five centuries.

This work is presented as a point of departure for teachers and students in the study of Hispanics, their heritage and contributions to the United States.

A heartfelt thank you to this dedicated group of individuals.

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HISPANIC AMERICANS

**“MANY CULTURES
ONE VOICE”**

Acknowledgments..... i

Collaborators ii

Writing Team..... iii

Table of Contents iv

Overview of the Manual..... 1

State Mandate/Introduction 4

Background Information..... 6

Highlights of Hispanics in the United States..... 6

Highlights Of Hispanic Americans In Broward County 21

Time Line of Events..... 31

Curriculum Outlines 42

Grades Pre-K - 2..... 42

Grades 3 - 5..... 45

Grades 6 - 8..... 48

Grades 6/7/8 Visual Arts..... 53

Lesson Plans..... 54

Grades Pre-K - 2..... 54

Grades 3 - 5..... 77

Grades 6 - 8..... 107

Grades 6/7/8 Visual Arts..... 150

Grades 9 - 12 156

Lesson Handouts 185

Biographies..... 301

Maps..... 338

Resources..... 344

Hispanics in the United States..... 344

Pan American Games..... 360

Agencies, Organizations, and Museums 361

Panama and the Panama Canal..... 362

HISPANIC AMERICANS
“MANY CULTURES
ONE VOICE”

General Interest Web Sites for Educators..... 366
Teacher’s References 373
General Interest Books for Educators 378
Books, Booklets, and Articles of Particular Interest for Florida History . 378
Latino Museums and Cultural Institutions (Selected Listing of
 Latino Museums and Cultural Centers) 370
Listing By State of Science, Technology, Environment, and
 Zoological Collections Focusing on Latino/Latin America..... 382
Selected Videos..... 384
The World of 1898: The Spanish-American War (Chronology) 385
Hispanic Holidays and Historical Dates..... 389
Bibliography 391

HISPANIC AMERICANS

**“MANY CULTURES
ONE VOICE”**

BACKGROUND INFORMATION

Hispanics are not one race, nor do they represent a single ethnic group. The racial and ethnic composition of Hispanics has three major elements: Native American, European, and African. These elements manifest in different ways, according to geographic, economic and social factors.

The year 1492 marked an important crossroads in the history of the world. The encounter of two cultures mutually unknown separated by what we call today the Atlantic Ocean.

The Spaniards, who arrived on the island of San Salvador and those who followed exploring and establishing settlements in the Americas, were a multicultural people; a product of years of domination by the Celts, the Visigoths, the Romans and the Moors. The people who were natives of the lands where Columbus arrived were very diverse as well. Those who inhabited the islands of the Caribbean Sea were the *Taíno* and the *Caribe*.

For a period of over four hundred years, Spain ruled in the Americas, including a large part of what today we call the United States of America. Florida, the Southwestern States, California, Colorado and the Southeastern States from Louisiana to Virginia all were under Spanish rule.

In the areas we know today as Mexico, Guatemala and Perú, the Spanish found extremely sophisticated people. Those civilizations reflected great knowledge of urban planning and institutions of higher learning as complex as those of the Greeks and Romans.

Spanish traditions have blended with those of the many groups they encountered in the Americas. The result is an entire continent, America, with a great wealth of cultures equal to none other in the world and where family values and cultural traditions are tightly interwoven with religious beliefs.

Most dictionaries show the meaning of the word *Hispanic*, as anyone with a Spanish (from Spain) surname. This definition does not address race or culture

because in fact, all the Spanish-speaking people in the Americas are not of the same race or have identical cultural traditions.

Hispanic diversity is a reality. The physiological characteristics of the multi-continental influence and confluence - Spain, Native America (Indians), Africa, and Asia - are evident in the features of its peoples.

Until recently, the Spanish-speakers, Portuguese-speakers and French-speakers in the Americas were only known as *Latinos* or *Latin Americans* meaning people in the Americas who spoke languages derived from Latin. The designation of Hispanic is one given by the United States Government to individuals who are very diverse yet speak the same language.

The Hispanic population in the United States is estimated to reach 39 million by 2010. By 2050 the Hispanic population is expected to account for 25% of the total United States population - the largest ethnic minority, according to U.S. Census Bureau research. Immigration accounts for approximately one-third of the Hispanic population increase.

The largest concentration of Hispanics is found in the Southwest- particularly in Texas and California. Arizona, New Mexico, Colorado, Nevada, Illinois, Florida, and New York run a close second.

The last reported Census shows Mexicans as the largest Hispanic group representing 61.2 percent of the total United States Hispanic population of 22 million, followed by Puerto Ricans who are the second largest group (12 percent).

Hispanics are people who belong to ethnic, cultural and/or national groups who in large part can trace heritage to Spain by virtue of their surname and who share many cultural characteristics and a common language - Spanish.

Exploration and Settlement of the North American Territory

In 1513, Juan Ponce de León landed in a territory he named La Florida. By 1565 Pánfilo de Narváez landed in Tampa Bay, and Hernando de Soto had set up camp in present-day Tallahassee and was named governor of La Florida. During this time Francisco Vásquez de Coronado had explored the Southwest and the plains up to Kansas, discovering the Grand Canyon in the process. Pedro Menéndez de Avilés founded Saint Augustine (San Agustín) in 1565. Thus, Saint Augustine became the first permanent European settlement in what is now the United States. It is in this city that the first public sponsored integrated school was founded in 1787. It was supported by funds from the royal treasury of Spain. Spanish became the first European language spoken in

present-day United States.

Florida as a Spanish colony was administered as part of the Captaincy General of Cuba. After trade began between British colonies and Cuba in 1762, the first Cuban communities were established in today's U.S. territory.

Upon arrival, the Spaniards immediately established mission schools. In the early 1500s two universities were founded, Santo Domingo in the Dominican Republic and Lima in Peru which were established long before any others in the entire Hemisphere.

In 1573 members of the Franciscan Order arrived in Florida to establish the first permanent missions in today's United States. The establishment of mission-schools was a priority of the Spaniards as they attempted to convert the "Indians" to the Christian faith by teaching them to speak and read the Spanish language. Those that did not convert were in some instances abused and many were killed as they tried to escape.

The Spaniards continued to move further into this newfound North American territory. Numerous Spanish expeditions crisscrossed the continent, including Juan Pardo's 1566 explorations of the Carolinas, Tennessee and Alabama. Juan de Fuca navigated the coast of what would become the State of Washington in 1592 and Juan de Oñate began settlements in New Mexico in 1598. In 1607 Pedro de Peralta founded Santa Fé, the oldest state capital in the U.S. Between 1774 and the 1780's a series of Northwest Pacific voyages by Spanish navigators from Mexican seaports carried the Spanish flag to the coasts of Alaska and present British Columbia.

In 1766 France gave control to Spain of the Louisiana territory, an area that makes up 13 states in the present United States. Spanish rule lasted through 1803 yet, five years later the first Spanish-language newspaper "El Misisipi" is founded in New Orleans.

As the last vestiges of Spanish rule disappeared from the Americas the effects and influence of its presence has remained for centuries and is still very visible today throughout the American continent.

The almost complete extinction of Pre-Columbian peoples such as the *Taino*, *Caribe* and *Calusa* as well as the reduction in numbers of other peoples resulted from various facts: epidemic diseases brought by the Europeans from the Eastern Hemisphere, to which the Native Americas had not been exposed to before; the harsh treatment on the part of some settlers; and violent conflicts among different groups intensified or provoked by colonization or trade. These communities were already weakened and began to disappear.

Introducing African Labor

The Portuguese began the importation of the African slaves to the Americas. The first Africans arrived in Spanish territory to work in the copper mines of Hispaniola. By 1515, when it was found that sugar cane was a profitable crop for export, the Spanish began importing Africans to work as slaves.

In addition, native peoples were dying out as a result of exposure to European diseases and the hard life of the *encomienda* system. While some religious like Bartolomé de las Casas spoke up for the Native Americans, no one seemed to speak for enslaved Africans. Las Casas's entreaty to the king ended the *encomienda* system, but by the mid 1500s enslaved Africans had taken their place in the fields and sugar mills of the Caribbean.

Enslaved Africans were also taken from the islands of the Caribbean to work on the mainland as the Spanish moved into what would become Mexico, the nations of Central America, and South America.

Blending of Cultures

Unlike the English colonists, the Spanish saw a greater mixing and blending of cultures. At the top of society were the *peninsulares*, those who came from the Iberian Peninsula of Spain. These people held high government offices and church positions in the colonies.

Next came the *criollos*, or creoles, people who were born of Spanish parents in the colonies. While they could not hold high government positions, they could and did amass great wealth as the owners of large estates and silver and gold mines. Their descendants would come to hold important positions in the independence movements in Latin America in the 19th century.

Mestizos were people of Spanish and Native American ancestry. In time their descendants far outnumbered the first two levels of society, especially in Mexico. Mulattoes had Spanish and African parentage. At the bottom of the social ladder were Native Americans and enslaved Africans.

Impact of the Hispanic Presence

Historically, in Texas, ranching has had major economic and cultural impacts. As in other states the Spaniards introduced "ranchos", "cattle" and "agriculture" influencing regional identities. In Florida, and parts of California

this includes the citrus industry as well. Spain brought the first cattle and horses and established the cattle industry. They brought the first European grains and produce. They established cities, missions, forts, shipyards, industries and businesses.

They brought Western law, religion, literature, music, dance, art and architecture, built the first integrated public schools, universities and hospitals and established Spanish-style governments.

The First Thanksgiving

Many people in the West and Southwest regions of the United States believe the date for the first Thanksgiving celebration is not the traditional Pilgrims' date of 1621. According to Francisco Vázquez de Coronado's journal the first Thanksgiving took place on May 9, 1541 at the base of what is known today as the Palo Duro State Park near Amarillo, Texas.

Coronado and his expedition were traveling east along the high plains of Texas when they encountered members of the unfriendly tribes of upper New Mexico, the Tiguex. In their hasty retreat Coronado and his men lost horses, supplies and many soldiers. The lack of shade trees in the area made the heat unbearable. In addition the loss of water and other supplies made the situation quite desperate. Coronado's journal shows that on May 8, 1541 they came upon a large hole in the ground that appeared suddenly before them. From the edge of the canyon the Spaniards killed some wild game and feasted on it. The following morning May 9, 1541, Coronado ordered one of the priests accompanying the expedition, to say a mass of Thanksgiving for having survived their ordeal. This became the first Thanksgiving recorded in the United States, 80 years prior to the Pilgrims'.

The Language: A common thread

The settlers brought a new language - Spanish. It has united millions of people throughout the Americas and the world by facilitating wide communication among peoples who previously spoke hundreds of different dialects and languages.

When the Portuguese and the French followed the Spanish and build settlements in the Americas, the French developed the name "Latin America" emphasizing a broad identity to the fact that languages derived from Latin were spoken in this part of the world. Today, some people prefer the term Latino to Hispanic. In many areas with large concentration of Mexican Americans another preferred term is Chicano. Puerto Ricans sometimes call themselves "Boricuas" using the original Taino name of the island - Borinquen.

According to the last census seventeen million people speak Spanish at home in the United States - more than half of all people whose first language is not English, speak Spanish.

Environmental Protection - Setting the Pace

Concern with the environment and actions to protect it began when Queen Isabel instructed Ponce de León in 1498 to develop social structures in the newly claimed lands that were based on the social, political and economic needs necessary to survive. In 1521 a law was implemented in the Spanish possessions providing for urban planning and the protection of natural resources.

In 1876 when Puerto Rico was under the rule of Spain, King Alfonso XII enacted laws to protect the forests of the Sierra de Luquillo from agricultural and logging use. This became the first natural reserve in the Hemisphere.

After the Island was given to the United States as part of the compromise of the Spanish-American War, the Luquillo Forest was declared a national reserve in 1903. In 1935 the Luquillo National Forest was renamed the Caribbean National Forest.

It is the only *rainforest* under the jurisdiction of the United States Forest Service. In 1976, UNESCO declared it a biosphere reserve and an environmental study area. As an experimental forest and a biosphere reserve, it provides a significant key to understanding many aspects of the world's tropical rainforests. It is the most biological diverse forest in the national forest system.

More than 225 native tree species are found here, along with 13 species of native tree frogs (called *coquis* because of their high pitched sound "co-ki"), 150 species of ferns, 50 species of native orchids, 66 species of birds - among these is the Puerto Rican parrot now on the list of endangered species.

The forest provides many resources: scientific; recreational; wildlife; forage; wood; and water. It is also estimated that 80 inches of rain fall in the area each year.

The forest also provides timber, forage and wildlife habitat as well as recreational opportunities.

The Luquillo Experimental Forest is located in the Sierra de Luquillo, 25 miles southeast of San Juan, the capital of Puerto Rico. The Atlantic Ocean and the Caribbean Sea lie around the north, east and south boundaries.

When the Spaniards arrived here, the *Taino* were the only inhabitants of the island. Numerous *taino* petroglyphs have been found in the mountains and riverbeds. One of these sites was found on Luquillo Beach in 1952.

The *Taino* called this area *YUQUIYU*. Because El Yunque is often covered with white clouds the *Taino* considered it a "white land" and thus called it "YUQUE", later changed to *El Yunque*. According to an Indian legend the good spirit of YUQUIYU or YOCAHU and the bad spirit JURACÁN both reigned in this mighty "throne". The Spaniards named it LUQUILLO.

Rebellion Against Spain

Many liberation movements sprang up during the early 1800s. In 1868 a wealthy Cuban plantation owner named Carlos Manuel de Céspedes, freed his slaves and led the Cubans in a rebellion against Spain. The people demanded independence and the end of slavery.

Another revolt broke out in Cuba in 1895 led by Jose Martí a well-known writer, poet and patriot who became a national hero and an inspiration to other revolutions throughout Latin America. Martí had strong ties to the United States, living in New York, Tampa and Key West for long periods of time while he conducted fundraising events and political lectures and seminars.

The United States supported this 1895 insurrection that was to become known as the War of Independence.

Spanish-American War and U. S. Control: Cuba & Puerto Rico

The cruel treatment imparted by Spain on the Cuban revolutionaries prompted a protest from the United States. In 1898 the battleship USS Maine blew up mysteriously while in the Bay of Havana. The United States demanded that Spain leave the control of the island. After Spain failed to do so, the United States Congress declared war against Spain.

The war lasted a few months and was won by the United States. In the Treaty of Paris, signed on December 10, 1898, at the conclusion of the War, Spain agreed to give up Cuba and the island was placed under U.S. military government control. This occupation lasted from 1898 to May 20, 1902 when the first Cuban president was elected. During this occupation many improvements were made by U.S. soldiers including rebuilding and repair of roads and numerous buildings.

Spain also agreed in the Treaty of Paris, to cede Puerto Rico to the United States. In 1900 the U.S. Congress established a civilian government in Puerto Rico. U.S. citizenship was granted to Puerto Ricans in 1917 and the U.S.

instituted several measures designed to solve the various economic and social problems of the overpopulated island.

From 1940 to 1948 a hydroelectric-power expansion program was established to attract U.S. industries and provide more employment opportunities for Puerto Ricans. Irrigation projects were also initiated. During World War II the island became a key U.S. military base and naval bases were built in San Juan Harbor and Culebra.

Under the leadership of Luis Muñoz Marín, head of the Popular Democratic Party, a development program known as Operation Bootstrap was launched in 1942. This increased manufacturing and in general a large rise in the standard of living. In 1948 Muñoz Marín was elected Puerto Rico's first governor.

Puerto Rico: Commonwealth Status

Puerto Rico is composed of one large island and several small islands. It is bordered on the north by the Atlantic Ocean, on the east by the Virgin Passage, on the south by the Caribbean Sea and on the west by the Mona Passage.

On June 4, 1951, Puerto Rican voters approved in a referendum a United States law that granted them the right to draft their own constitution. The constitutional assembly began its deliberations the following September. In March of 1952 the electorate approved the new constitution and on July 25th, Governor Muñoz Marín proclaimed the Commonwealth of Puerto Rico. It is since represented by a non-voting resident delegate to the U.S. Congress who is elected by Puerto Ricans to a four-year term.

Puerto Ricans share most rights and obligations of other U. S. citizens except that residents of the Commonwealth may not vote in the U.S. presidential elections.

Cuba: Independence and Exile

The United States left Cuba in 1902 and the island became an independent republic. On May 20, 1902, the Cuban flag was raised and Cuba became an independent nation. The first president was Don Tomás Estrada Palma.

U.S. Senator Orville H. Platt presented an amendment to an existing law related to military expenditures, that gave the right to the United States to intervene in Cuban affairs and to hold a permanent lease on land for a naval base at Guantánamo Bay. This became known as the **Platt Amendment**. The U.S. officials were later on successful in getting the Cubans to include this in their Constitution.

There were years of prosperity due to foreign investments and Cuba became the Latin American country with the highest income per capita until 1959, second only to Argentina. In 1959 Batista fled the country and the guerrilla forces of Fidel Castro took over the government.

After the Cuban Revolution of 1959, more than five hundred thousand (500,000) Cubans left the island and settled in Spain, the United States and other Latin American countries. The Cuban exodus has continued and today over one million Cubans have left the island. Many of them are Florida residents. An area in Miami heavily populated by Cubans became known as "Little Havana" and by the 1980s Miami had become a bilingual city. Most Cubans are determined to recreate the homeland of their youth in South Florida and other cities throughout the United States.

Mexicans in the United States

The Mexican-American population could be divided in three main groups. Those who are not immigrants to this country but were inhabitants of territories, such as Texas, California, Nevada, Arizona, and New Mexico - that were annexed by either treaties or purchase. The Texas rebellion (1836), The Mexican War (1848) and the Gadsden Purchase (1853) left approximately eighty thousand Mexicans living in territories that became part of the United States.

The second group consisted of Mexicans who continued to migrate to the United States as they did before the annexation. The most important is the third group, because it is the biggest immigration and it is composed of Mexicans who came in response to the need of laborers after 1880.

In the Southwest the first Spanish-language novel was written and published in 1881, by Manuel M. Salazar, "*La historia de un caminante, o Gervacio y Aurora.*"

Dominicans in the U.S.

During his first voyage to "the Indies" Columbus established the colony of Hispaniola, present-day Haiti and Dominican Republic. The first European settlement of the Americas is at the site of what is presently Santo Domingo.

In addition to Puerto Ricans, Mexican-Americans and Cubans the Hispanic population in the United States consists of Dominicans as well as Central and South Americans.

Political unrest in the Dominican Republic has been the main cause of the exodus of Dominicans to the United States in the last three decades. The

Trujillo government, which lasted over thirty years, created political and economic instability.

Dominicans, in the majority, have settled along the eastern seaboard with the largest concentrations in New York, New England and Florida. Many associations have been established both to assist Dominican immigrants in their new home and to promote trade and tourism to their native country. In New York, Alianza Dominicana, Dominican-American Chamber of Commerce, Federación de Comerciantes y Profesionales Dominicano-Hispano, have also established chapters throughout the country, such as the Asociación Dominicana USA.

In the arts the contribution of the Dominican Republic has been outstanding in content. During the past ten years there have been significant exhibitions of Caribbean art which have included an impressive number of Dominican artists. These have been instrumental in establishing a profile of Dominican painting and sculpture. Jaime Colson, Jorge Pineda, Marcos Lora Read and others have had their work shown in prestigious U.S. institutions such as The Americas Society in New York.

Dominicans have also excelled in the sports arena. Tony Fernández holds the American League record of most games played at shortstop. Juan Marichal, playing for the San Francisco Giants led the National League in wins in 1963 and continued to establish records during his career that would culminate in his induction into the Hall of Fame in 1983. Sammy Sosa is the latest Dominican sports hero who set an impressive record in the 1998 season. The President of the United States honored him at a White House ceremony for his humanitarian actions during the aftermath of Hurricane Mitch. Most recently Sosa has established a foundation in South Florida to continue assistance programs.

Nicaraguans

During the 1980s when the leftist Sandinista front was engaged in battle with the Contra rebels, the United States government gave temporary entry to tens of thousands of Nicaraguans. Most settled in South Florida. Today, approximately 250,000 Nicaraguans have made their home in South Florida, becoming the area's second largest Hispanic group after the Cubans.

The community is concentrated around Sweetwater and the area west of the Miami International Airport with many establishing a variety of businesses in Miami-Dade County.

Other Hispanics in the United States of America

In 1996 Hispanics with a Central or South American origin increased from 8% to 13.8% of the total Hispanic population.

Political unrest particularly in Nicaragua and El Salvador has brought a large influx from these two countries beginning in the 1980s. Venezuelans and Colombians have also joined this group of immigrants.

Like other recent immigrants Nicaraguans, Salvadorans, Venezuelan and Colombians have settled along the eastern seaboard and established businesses which in turn have increased trade with Latin America in this area of the U.S.

The cultural impact of these groups settling along the East Coast of the United States, has created a cosmopolitan environment that has developed into an economic bonanza. The visual and performing arts along with restaurants and tourist attractions have become desirable commodities as a result of the diversity of the population.

The Hispanic Family

The single and most important institution for Hispanics is THE FAMILY - LA FAMILIA. All activities revolve around the family.

The Hispanic family goes beyond the immediate nuclear family. It includes parents, brothers, sisters, aunts, uncles, grandparents, cousins (third, fourth and fifth), and anyone else who can trace a blood relationship to a specific surname.

In the periphery of the family certain support systems exist. People who belong to this support system are considered relatives. For example, godparents who will share the family principles and have its trust.

With the large number of recent immigrants the Hispanic family now has evolved transcending geographic barriers. Family units function in unison, at times, both in the country of origin and the U.S.

In the Hispanic family, the Catholic religion plays a strong and important role, especially that which relates to the relationship between godparent and godchild. Holidays and celebrations are mostly of a religious nature. As with the Jewish faith these are occasions when families come together for activities which usually include attending religious services.

During World War II and the years that followed there was a large exodus of Jewish families to several Latin American countries particularly Cuba,

Argentina and Chile. The extended family and faith-related activities are a common element of the family structure of these two groups.

Hispanic Celebrations of Culture in the United States

Most of the fiestas or holidays celebrated by Hispanics in the United States have a long history and are often associated with both Indian and Spanish Catholic influences.

Carnival

The celebration of Carnival was introduced in the Americas by the Europeans. Many events are organized to celebrate Carnival. These are usually held during the months of February or March both in Europe and the Americas. The date changes as it is usually held before the celebration of the Christian Lent. During these celebrations people usually wear costumes and masks to disguise who they are. The most famous and elaborate masks are still made in Italy where Carnival Balls will last for days and those attending are dressed in very fancy costumes.

The tradition of Carnival celebration has found its way in many parts of the United States. In New Orleans where it is called Mardi Gras. This name comes from the French meaning Fat Tuesday, in reference to the fact that come Wednesday (which is usually Ash Wednesday) people would fast. Tuesday would be the last day to eat a big meal.

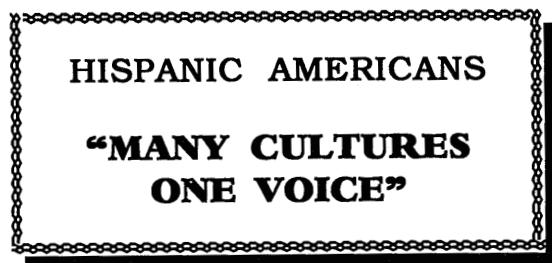
In Miami, the Calle Ocho Festival and Carnival Miami have now become an international event along with Junkanoo which originated in the Bahamas. Other Carnivals are held in New York and other big cities with local parades.

Piñata

The Piñata is the star attraction at all Mexican Christmas celebrations and at all birthday parties throughout Latin America. The piñata is made of clay or papier maché or even a cardboard box. It is decorated in very bright colors and is filled with small toys and candies. Ribbons hang to the outside where it is hung from an eve on the side of the house or a tree. Children are blindfolded and take turns at breaking it with a stick. Sometimes they just pull from the ribbons. When the piñata is broken the children pick as many "goodies" as they can.

Patron Saint's Day

The tradition to name cities, places and people after certain saints was established since the first days of the Spanish Colonial times. Today,



OVERVIEW OF THE MANUAL

The materials presented in the Hispanic Contributions to the United States *Hispanic Americans "Many Cultures, One Voice"* manual are designed to assist teachers in the planning and implementation of the Pre K – 12 curriculum as it relates to Hispanic Contributions to the United States.

This manual is organized into 10 sections. The following are brief descriptions of these sections.

State Mandate/Introduction

This section addresses the 1998 State of Florida Legislature amendment of the Florida Statute 233.061, requiring the instruction of Hispanic Contributions to the United States in Florida public schools. The introduction describes the development and purpose of the manual.

Background Information

This section includes a historical summary of **Hispanic Americans in the United States**, as well as, **Highlights of Hispanic Americans in Broward County and South Florida**. This information is provided to teachers for inclusion in their lesson plans for all grade levels.

Time line of Events

This chronological listing of events covers the period between 1400 and 1999.

Curriculum Outline

The infusion of Hispanic Contributions to the United States into the Social Studies, Language Arts, Science, Mathematics, Foreign Language, Visual Arts, Music, Dance and Theater curricula for grades Pre K – 9 is correlated to the Florida Sunshine State Standards and Benchmarks.

HISPANIC AMERICANS

**“MANY CULTURES
ONE VOICE”**

INTRODUCTION

The cultural traditions of the American Society are composed of many cultural, racial, religious, and ethnic groups including the Hispanics. Teaching the students the importance of these contributions is our responsibility as educators. President Clinton, in his 1999 Proclamation of National Hispanic Heritage Month, said the following:

“Hispanics, who are of all races, distinguish themselves as a community by fostering connections rooted in the Spanish language. Their diverse and vibrant culture includes elements originating in Spain, North America, Central America, South America, and the Caribbean. Hispanics share deep family values, recognize their obligations to the less fortunate of our society, protect their children, cherish freedom, and fulfill their patriotic duty to defend their country.”

In 1998, the Florida Legislature amended Section 233.061 of the Florida Statutes to read:

233.061 Required instruction.--

Members of the instructional staff of the public schools, subject to the rules and regulations of the commissioner, the state board, and the school board, shall teach efficiently and faithfully, using the books and materials required, following the prescribed courses of study, and employing approved methods of instruction, the following: The study of Hispanic contributions to the United States.

In August 18, 1998, The School Board of Broward County, Florida, amended Board Policy 6000.1 Standards of Service – Pupil Progression to include:

“Students shall receive appropriate instruction in the principles of democracy, its governmental political structure, how to preserve and advance democracy and how they may contribute to the American way of life. As documented in the School Improvement Plan, instruction shall also be provided

in the study of the Holocaust, African and African-American history and the contributions of Hispanics and Women to the United States. (FS 233.061)"

The manual Hispanic Americans, "*Many Cultures, One Voice*" was developed by classroom teachers throughout the District under the leadership of the Multicultural/Foreign Language/ESOL Education Department of Broward County, Florida to help infuse the contributions of Hispanics into the regular curriculum. This manual will be a valuable resource to assist teachers in the preparation of lesson plans and activities to promote cultural appreciation among all students in the Broward County Public Schools.

throughout the United States, these celebrations continue in cities such as San Antonio, San Juan Capistrano and St. Augustine. On these days there are processions where the community will walk through certain streets in the city. Folk dances, food and sometimes even theater productions take place as well. These celebrations are very similar to the celebrations of St. Patrick's Day in New York and Chicago.

Charreadas

Charreadas or Mexican rodeos are celebrations with a variety of riding competitions where food and live mariachi music is shared.

Cinco de Mayo

In 1862 the battle of Puebla took place and the Mexicans defeated the French army. In California and the southwestern states, New York, Florida and other areas with a large Mexican-American population, this day is honored and celebrated with fiestas.

Dia de los Reyes Magos (Three King's Day)

January 6th is a Christian Holy Day which commemorates the bringing of gifts by the Three Kings of the Orient to the baby Jesus. The children receive gifts that supposedly have been brought by the Three Kings.

This tradition is today celebrated in all the major cities throughout the United States. In New York, a parade marches through Fifth Avenue and other main thoroughfares of the City. *El Museo del Barrio* holds essay and drawing competitions for the children in the School District of the City of New York. In Chicago, San Antonio, Los Angeles, Philadelphia, Denver and Miami similar celebrations take place.

Los Quince

This is a celebration for girls only. On the day of their fifteenth birthday, Hispanic girls celebrate with a big party inviting all their friends and wearing a beautiful long ball gown. The dance begins with the father, godfather, uncle or any other male relative in attendance, having the first dance with the birthday girl. Usually a waltz. Afterwards everybody joins in the fun.

These celebrations are more traditional with people from Caribbean countries but in recent times have gained in popularity especially in areas like Miami where the Hispanic community is very large.

Industry

A) Cattle

The cattle industry in Florida began with the introduction of cows and bulls to St. Augustine and by 1840 herds of cattle were roaming throughout Florida. The industry expanded to other areas of the West and Southwest. In 1750 the private cattle ranch which had been evolving in Spain and Mexico for centuries, was established in South Texas. The Spaniards brought with them the social structure of *el rancho* and its very different social classes. *El rancho* was also the birthplace of the *vaquero* (the cowboy).

Nuestra Señora de los Dolores, the *hacienda* owned by *Don José Vásquez de Borrego*, became the first *rancho/hacienda* on the northern bank of the Rio Grande, under the supervision of a *mayordomo* as established by the social order of the typical *hacienda*.

Arcadia and Kissimmee were frontier towns at the time when cowboys/*vaqueros* fought over the best grazing land for their cattle. The livestock was branded and taken to ports such as Fort Myers where Spanish buyers from Cuba would select the cattle they wanted and paid for it in gold.

Today, Florida raises more grass-fed beef than any other state, in addition to having a large dairy industry.

Many activities which remain today as part of the cattle industry - the *ferias* (fairs), the *rodeo* (roundup) - as well as systems of regulations existing in Spain were all brought to the Americas.

Of all three social organizations introduced by the Spaniards: the mission, the presidio, and the ranch, it is the latter, the one that remains much with the same social structure. Only modern technology has created changes.

B) Citrus

The Spaniards brought orange trees to Florida soon after arriving in St. Augustine. Orange groves were planted along Florida's waterways. The first grapefruit groves were planted in the early 1820s at Safety Harbor in Pinellas County.

The industry expanded after the Civil War and fruit was shipped north to sell in other cities. All fruit was packed in wooden boxes with Spanish moss for protection. In 1886 over one million boxes (90 million pounds) of citrus were produced in Florida.

During the big freeze of 1894-95 citrus groves were killed off. It wasn't until 1910 that the citrus production was back to record highs.

The invention of refrigeration added the advantage of shipping across greater distances and the discovery of the process to remove water from the juice and leave the concentrate expanded the industry even more.

Today, it is said that if all the citrus grown in the state was made into juice at one time, it would fill enough railroad tank cars to stretch from Miami to New York.

The Future

Hispanics continue to emigrate to the United States for different reasons. They come from their countries of origin in the Caribbean and Latin America. Political émigrés have come from Cuba, Nicaragua and El Salvador. Others come in an attempt to improve the standard of living for their families. Although the source of immigration has shifted from Europe as it was in the nineteenth and early twentieth centuries, the present Hispanic exodus into the United States is still only the second largest in this country's history.

Between 1870 and 1920 immigration from Europe was so high that about one in every seven residents of the United States was born in a foreign country. This represented the highest foreign-born percentage of the total population in this nation's history.

Whatever their reason for settling in the United States, Hispanics from all walks of life continue to make important contributions to their communities. The professional who owns a business that creates jobs. The migrant worker who provides fruits and vegetables for our table. The teacher who mentors students into leadership roles. The CEO who makes profits a reality. All represent the pioneer spirit and determination of our Hispanic ancestors upon whose vision, efforts and hard work, the basic institutions of this country were founded.

Hispanic contributions to the United States has been called by many "a work in progress". As the Hispanic population grows this heritage continues to impact society as it has since:

- the first Spanish words were spoken in 1492;
- the first public school was built;
- the first horse was raised in the first hacienda;
- the first orange tree bore fruit;
- the first vaquero took care of the first herd of cattle; and
- the first symphony orchestra played music.



***HIGHLIGHTS OF HISPANIC
AMERICANS
IN BROWARD COUNTY***



HISPANIC AMERICANS

**“MANY CULTURES
ONE VOICE”**

HIGHLIGHTS OF HISPANIC AMERICANS IN BROWARD COUNTY

Broward County was formed from portions of Miami-Dade and Palm Beach Counties in 1915. Findings of skeletal remains near Vero Beach indicate that big game hunters may have inhabited the area as early as 10,000 years ago.

When game became scarce, the natives engaged in hunting, gathering and fishing as a means of survival. Their diet consisted of fish and shellfish, deer and grapes. These people are accepted as being Broward County's first known inhabitants and are designated as Archaic.

Tequesta, near the mouth of the Miami River, was one of the largest villages established. It was about 200 years old when the Spanish first encountered it in 1567. The Spanish then called the inhabitants of the area (today's Miami-Dade and Broward Counties) Tequesta Indians.

The South Florida Indians were hostile to the Spaniards. This was proven in 1521 when the Calusa mortally wounded Juan Ponce de León in the area around Charlotte Harbor, as he was trying to establish a settlement. Less than two years after this incident the Spaniards had to abandon the mission established in the Miami River area. It was never rebuilt.

The Tequesta population began to decline steadily. The diseases introduced by the Spaniards and the hostile conflicts with the much stronger Calusa took its toll on their population. The few Indians that had survived by 1763 - approximately 70 to 80 - chose to go to Havana at the time they ceded Florida to Great Britain at the end of the French and Indian War. Britain would only hold the area for 20 years, giving it back to Spain after signing the Treaty of Paris in 1783.

Later on, very large land grants to individuals were made by Spain as it became evident that they would not keep control for long. In 1810, Juan Arrambide, a Spanish nobleman was awarded a very large grant of land extending from the New River to Biscayne Bay. He immediately brought in slaves to the area to cut timber.

Spain ceded Florida to the United States in 1819 and in 1825 the Florida territory was officially established. In 1897 "Filibusters" used the New River as their base to run guns to Cuba to help the revolutionaries, a few months before the Spanish-American War.

Broward - The Twentieth Century

- One of the first Hispanic residents of Broward County was Germán S. (Jerry) López, born in Lugo, Spain. He arrived in Hollywood in 1927 and went to work at the Hollywood Beach Hotel as a cook. Soon he was promoted to executive chef and during World War II he managed the kitchens for the U.S. Navy. After the War, he continued to be involved in the community as a member of the Elks and the Hallandale Kiwanis.
- Carmen Torres Roads was born in Puerto Rico and in 1932 came to the United States with her husband to live in New York. In August of 1953, Mrs. Torres Roads came to Broward County to attend her son's wedding. She decided to stay and moved to Hollywood. Mrs. Torres Roads was very active in the community as a Red Cross volunteer especially when Hurricane Donna struck in 1960. She helped found several organizations including St. Stephen's Catholic Church in present day Miramar as well as the West Hollywood Tuesday Morning Musicale.
- Cuban-born José Rafael Arencibia came to Fort Lauderdale in 1955 with his wife and two children from Güines in the province of Havana, Cuba. He became a very active member of the Club Cubano-Latinoamericano and was involved in numerous community activities.
- In that same year, Reinaldo Daniel Monzón arrived in Broward County from Cuba and settled in Hollywood. He worked for Watty & Sons Jewelers in Fort Lauderdale. Shortly after, he bought the business and sold it in 1973. After a short retirement he went into the food processing business and attended Florida International University to gain knowledge of the technical aspects of the business. In 1981 he sold this business but has remained active as an advisor to many communities on how to set up food processing plants.
- Since his arrival in Hollywood in 1969, Cuban-born Eduardo Clement Pérez became involved in numerous activities related to the Latin American community. He became a Member of the Asociación de Profesionales y Comerciantes and the International Latin Club.

In 1976 he became Vice-President of *El Heraldo de Broward*, editor of *Broward Latina Magazine* in 1980 and *Broward Latino* newspaper in 1983. In 1974 he assisted with Channel 23's drive to collect funds for the Cuban

exiles living in Spain who were waiting to come to the United States. He became a member of the Latin Chamber of Commerce U.S.A. -CAMACOL, and coordinator of the Cancer Society in Broward County.

- The first Hispanic newspaper published fully in Spanish in Broward County was owned by Arturo Morales who founded it in the early 1970s - *El Herald de Broward*. In 1981, Carmen Díaz, a native of Puerto Rico, purchased the paper and continued to publish all the articles written in Spanish. Mrs. Díaz owned the paper for nine years during which time she also founded *El Directorio Hispano*, the first Hispanic "Yellow Pages" in Broward County. She sold the newspaper to Dr. Erwin Vasquez in 1990.
- In March of 1974, Cuban-born Orestes Acosta arrived in Broward County with his wife. He became active in the community assisting fellow Cubans who arrived later, on how to adjust to their new environment and find employment.
- Dr. Alirio J. Rojas was born in Bogotá, Colombia and moved to Broward County in 1976 after completing his medical residency at Brown University Hospital. Dr. Rojas became very active in the community and practiced medicine at Humana Hospital Cypress and North Ridge Hospital both in Fort Lauderdale.
- The mass exodus from Cuba in 1980 rallied the local Hispanics to develop culturally sensitive services. Henderson Mental Health Clinic and San Isidro Catholic Church were two sites hospitable to the newcomers. In 1982 Father Ricardo C. Castellanos became pastor of San Isidro and his church was a haven for the Cubans especially, providing a sense of solidarity and safety. Under Father Castellanos' leadership this church has expanded and has become a symbol of hope and caring for many members of the Hispanic community.

Broward Today

The following are some of Broward County's Hispanic Americans impacting our community.

- Diana Wasserman-Rubin, a Cuban-born resident of Cooper City, is the vice-chair of the Broward County School Board where she serves since 1988. She was the first Hispanic female to be elected to a countywide office in the state of Florida. Mrs. Wasserman-Rubin's other education related affiliations include: School Board Liaison to the Florida State Legislature, member of the President's White House Initiative on Educational Excellence for Hispanic Americans, and the State of Florida Hispanic Affairs Commission.

She was the first Hispanic female member on the Board of Directors of United Way of Broward County and the Broward County Commission on the Status of Women, past president of the Board of Directors of Hispanic Unity of Florida, Inc., and the first Hispanic to serve on the South Broward Hospital District's Board of Commissioners and the only female Chair of that board (84-88). She is a recipient of the Women of Vision Award from the American Committee for the Weizmann Institute of Science. She has been inducted into the Broward County Women's Hall of Fame.

- Eugenio R. Torres, a native from Puerto Rico, arrived in Broward County in 1980 and settled in Pompano Beach. He was instrumental in the founding of Hispanic Unity of Florida, the Community Organization for Puerto Rican Affairs and the League of Puerto Rican Voters. Torres works with the Broward County School District as a school social worker and continues his involvement in community endeavors.
- Bill Colón, a native of Puerto Rico, was elected to the Sunrise City Council in 1981 and re-elected in 1985. Mr. Colón was the first Hispanic to be elected to public office in Broward County.
- Dr. Erwin M. Vasquez, a Venezuelan physician who moved to Broward County in the 1980s is the publisher of the bilingual newspaper *El Heraldito*. Dr. Vasquez is an active member of the community and is the co-founder of "The Light of the World Clinic" where those with minimal resources are provided medical care at no cost.
- José (Pepe) López, a native of Cuba, is a resident of Hollywood where he has been very active in the Hispanic community. He is co-founder of the Latin Chamber of Commerce of Broward County and Executive Director of the Broward County Latin Builders Association.
- Epifanio (Epi) Fausto Juárez, is a native Floridian of Mexican ancestry. He is a Vice-President at First Union Bank and very active in the community. He is a member of the Board of Directors of Hispanic Unity, the Broward Latin Chamber of Commerce and Second Vice-President of the Southside Kiwanis.
- María Soldani, a native of Cuba, is the Director of Hispanic Affairs at Holy Cross Hospital since 1991. She is an active member of the Hispanic community.
- Nick Navarro, born in Cuba became the first Hispanic to be elected to the countywide Broward Sheriff's office. After leaving office, he established a security agency and continues to work in community projects.

- Miream Sierra, a native of Puerto Rico, is the Director of Hispanic Services at Memorial Hospital Pembroke Pines and a community activist.
- Mario Cartaya, was born in Cuba and came to South Florida at age nine. Today he is the owner of Cartaya & Associates a very successful architectural firm now celebrating its twentieth anniversary. He was the first Hispanic appointed to the Board of Trustees at Broward Community College and served as its Vice-Chair. Currently, Cartaya is the Vice-Chair of the Broward County Cultural Affairs Council.
- Alvaro Castillo, is the highest ranking and first Hispanic hired as Director of Human Services by the Broward County Administration.

Judicial Appointments

- Robert "Bob" Diaz, the first Hispanic Judge appointed by the Governor in 1988 and subsequently elected by the community.
- Robert Lee, appointed judge in 1998.
- Ana Villaescusa Gardiner, the first Hispanic female judge in Broward County, appointed in 1999.

HISPANIC ORGANIZATIONS IN BROWARD

Latin Chamber of Commerce of Broward County

The Latin Chamber of Commerce of Broward County was founded in 1988 and incorporated as a non-profit organization. Its founding members were: Joseph Zunzunegui, President (now deceased) - Luis Pérez, Vice-President - Frank Pérez, Secretary - Urbino Bajuelo, Treasurer. Initially, the corporation had three directors: Adrian V. Mesa, Alvaro Sánchez Cifuentes and Domingo García.

The purpose of the corporation is to promote Hispanic businesses within Broward County and represent an association of Hispanic and non-Hispanic business professionals throughout the County and the South Florida area. The Chamber now has an administrative office in central Broward County operated by staff and an Executive Director, Pepe López.

The Chamber has established a very successful program called "Corporate Partner Program" in addition to solidifying relations with governmental agencies and community groups. Laura Corry, is currently President of the Board. Its membership has grown to over 800 since its inception.

Hispanic Unity of Florida

There was only one agency serving Hispanics in Broward in 1980. It was called Spanish-American Manpower, Inc. located on Davie Boulevard with offices on the north and south ends of the County. This agency lost financial support and had to close. The need arose to have one agency serving all the Hispanic groups in the County. Hispanic Unity of Florida was created in 1982.

The First Hispanic Convention of Broward took place in 1982 and was organized by Mr. Eugenio Torres with the support of Pepe López, Dr. Orencio Hernández, José Rodríguez, Miriam Ruíz, Argenol Fernández and Patricia Araujo Westtein and many other members of the community.

The first formal office of Hispanic Unity was set up on Davie Boulevard, Fort Lauderdale. Through the efforts of Ellen Rodríguez, Director of the Refugee Resettlement Office at that time, Broward County funds were secured for this purpose.

Today, Hispanic Unity of Florida is located on Johnson Street in the City of Hollywood in a property owned by the Corporation. Classes, workshops, immigration services, health screening, senior programs, food programs, and other community services are provided here for Hispanics and other immigrants in Broward County.

Puerto Rican Chamber of Commerce

It serves the needs of this county's largest Hispanic population, Luis da Rosa is the current President, and Darlene Swaffard, its Executive Director.

Other Groups and Agencies

- In 1992 Broward County funds were secured to develop and implement a program for Hispanic youth called **Hispanic Youth and Parents Against Drugs** (HYPAD). The following year, 1993, it developed into a new program called People's Resources, Inc. with additional assistance from the Department of Juvenile Justice, Broward County Sheriff's Office and the Commission for Drug Prevention.
- In 1997 a new agency was created, **Alianza Floridana Para el Progreso, Inc.** under the leadership of Eugenio Torres.
- Marina Garcia with Regional Planning Council and Carlos Reyes are two distinguished Hispanic lawyers of the **Broward County Hispanic Bar Association**. Soraya Kasper, Esquire is the president of this association, an organization whose members provide an array of legal services, usually pro-

bono, to the community. The association also awards scholarships to assist Hispanic students pursuing the legal profession.

- **Women of Spanish Origin (WOSO)** became the first Hispanic women-only organization in Broward County founded in 1987 and based in Coral Springs. Through their fund raising efforts, this organization provides college scholarships for young people of Hispanic origin. The organization holds several monthly meetings as well as other activities such as *Carnival*, similar to those that take place in Latin American countries. Founding members are Marlene Vrana, Vicky Carlisi, Marlene Orozco, Yvette Fernandez, Martha Gutiérrez-Steinkamp, Olga Castelblanco, Emily Miranda, and Lillian Campbell.
- **Hispanic Alliance**, aims to address issues and needs of the community. It's Executive Director is Dr. Carol Spring. This organization is composed of four task forces:
 1. **Youth and Education**– to promote cultural awareness and interaction, and positive role models to students, parents and teachers by means of different educational activities like workshops, lectures and seminars. Chair: Fernando Gutierrez.
 2. **Health Care and Social Services**– to increase awareness of the many difficulties experienced by low-income, non-English speaking people at the health care and social services agencies and to provide positive ideas to improve these services. Chairs: María Soldani and Miream Sierra.
 3. **Access & Advocacy**– to increase access and to project positive images of the Hispanics as an ethnic group and as an economic force in Broward county. To address concerns and to reinforce the success of activities that have a great impact on the Hispanic community like the Census 2000. Chair: Georgette Sosa Douglas.
 4. **Good News**– to support activities that recognize the achievements of Hispanics and that promote cultural understanding. Chairs: Debbie Llienza and Dennis Adams.
- **La Asociación de Damas Puertorriqueñas** is also based in Coral Springs and promotes education through scholarships and presentation of cultural programs. They often collaborate with the Community Organization for Puerto Rican Affairs under the leadership of Puerto Rican engineer and community leader Ivan Ortíz.

- **ASPIRA of Florida, Inc.** is an active youth organization which reinforces and values the Hispanic background and identity, while encouraging the pursuit of higher education, leadership and social skills. ASPIRA is growing in size and activities in Broward County. Broward Director Syndia A. Nazario, along with her staff works in the Broward County schools with many of our Hispanic youth.
- **Centro Campesino-The Farmworker Center, Inc.**, although based in Florida City, Miami-Dade County, provides services through the mobile units of the Mexican Consulate to the thousands of migrant workers who reside in Broward County.

Other organizations have had their origins in Dade County but have established branches and/or chapters in Broward County as the Hispanic population continues to grow. There are:

- **Latin Builders Association** a non-profit corporation organized in 1971 by a group of Latin sub-contractors who provide representation at all levels of the construction industry.
- **Coalition of Hispanic-American Women (CHAW)**, established its Broward Chapter in 1997. Among its founding members are Maria San Juan, first President, Jamie Finizzio, Dr. Maritza Paz, Martha Gutierrez-Steinkamp, Patricia Araujo Westtein.

Consulates from all Latin American countries are represented in South Florida as well as several Chambers of Commerce: Central-America U. S. Chamber of Commerce, Ecuadorian American Chamber of Commerce, Colombian American Chamber of Commerce, Chile-U.S. Chamber of Commerce, Venezuelan American Chamber of Commerce, Bolivian American Chamber of Commerce, and Dominican-American Chamber of Commerce of Greater Miami.

There are many Hispanic civic organizations based in Broward County. Among them, **Asociación Peruana de Broward, Club de Leones Colombiano, Club Ecuatoriano Americano, Hispanic Affairs Council, Hollywood Beach Latin Festival, and Misión por Colombia.**

Others, although based in Miami-Dade County provide services to their Broward County constituency such as, **Alianza Dominicana de la Florida.** In 1999 baseball player Sammy Sosa established a new **Fundación Dominicana** in Broward County.

Arts and Humanities

- **Museum of Art**, in Fort Lauderdale has now established a collection of Cuban Art of more than 100 paintings and sculptures. All major Cuban exile artists are represented in this collection which frequently travels throughout the United States. Jorge Santis, a Cuban American, is the Museum's Curator of Collections.
- **Bailes Ferrer**, founded in 1995, is the only Hispanic professional dance company in Broward County. With a strong Flamenco component in their repertoire, the company presents a variety of ethnic dances in their performances. Its founder and Artistic Director, Damaris Ferrer trained in classical ballet and classical Spanish dance has toured nationally and internationally with Jose Molina and Ballet Hispanico of New York. The Company makes its home at the University Center for the Performing Arts in Davie.
- **Florida International University** with two campuses in Dade County serving a majority of Hispanic and Latino students has established a Broward County campus where it continues to serve the Hispanic community. Modesto Maidique is its first Hispanic president.

1980's and 1990's – Current Trends

Population trends for the years between 1980 and 1999 have shown an overall increase in population in the South. Florida and Broward County have been recipients of that population surge. The increase in the Hispanic population in Broward seems to have several derivatives: Hispanic Americans returning to family and cultural ties in the South; Hispanic Americans moving South in search of a better life, more business, job, and social opportunities; the appeal of warm weather; and Hispanics moving in from neighboring counties, the Caribbean, and Latin American countries.

Many of the Hispanic immigrants are college graduates and are middle class, adding to the upward mobility status of Hispanics in Broward County. They are more likely to move into the suburbs, favoring communities that are more diverse.

This new diversity has enriched Broward County tremendously. On the business side: ethnic restaurants, grocery stores, record shops, bakeries, international money exchanges, and insurance companies have been created. Hispanic churches abound through Broward.

New forms of recreation and sports have been introduced to Broward County such as Jai Alai, and balompié (soccer). Latin music can now be heard on many radio stations. Hispanic festivals are common throughout Broward and the South Florida area. The diversity created by Hispanics can be witnessed in the number, type and content of radio and television programs and in the newspapers and magazines that exist in Broward County. *El Herald* and *El Noticiero* are two of the longest available Hispanic newspapers, in the area. *El Colombiano*, *El Venezolano* and *El Golazo* are also three Hispanic newspapers serving the Hispanic community.

Because of the diversity of the community there has been renewed interest in the study of Hispanic cultures. The vibrant interaction between native and new Floridians has had a profound effect on governmental, educational, political, economical and social institutions.

A knowledge of the past is critical to progress. These highlights, when placed within the greater time of United States history, are provided as background and context for educating all Broward students. The study of Broward County's Hispanic contributions to the United States provides a framework for the celebration of the many cultures that make up our community, thus ensuring that Broward County continues to evolve in this millennium into a better and more dynamic place.

HISPANIC AMERICANS

**"MANY CULTURES
ONE VOICE"**

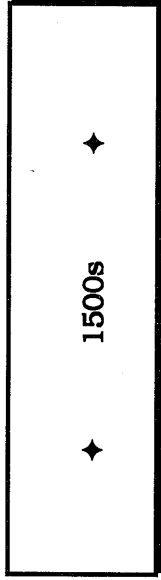
TIME LINE OF EVENTS

This section covers events beginning in 1451 up to 1999. It includes events that briefly describes the European world prior to 1492.

◆ 1400s ◆

- 1451** Christopher Columbus, son of a weaver, is born in the Republic of Genoa, northern Italy. Genoa is a major trading nation, with hundreds of ships and outposts from Spain to Central Asia.
- 1452** Johannes Gutenberg, the German inventor, prints the Bible. This marks the first large-scale printing with movable type since Gutenberg invented the process in 1437. Printing helps spread books about other lands – such as Ptolemy's *Geography* and Marco Polo's writings – throughout Europe.
- 1453** The capture of Constantinople by the Muslim Ottoman Turks ends the Eastern Roman (Byzantine) Empire. It cuts off the land/sea routes that were used to bring silks, spices, and medicines from Asia. This leads to the decline of Genoa and Venice as seafaring powers.
- 1456** Alvise da Cadamosto, a Venetian working for Portugal, explores the west coast of Africa as far as the Senegal River. This marks the beginning of Portuguese exploration and trade expansion.
- 1466** Bored with the weaving trade of his father and grandfather, Columbus runs away at sea.
- 1474** Having studied navigation, Columbus joins a Genoan expedition to the eastern Mediterranean.
- 1476** Like many other Genoans and Venetians, Columbus moves to Lisboa, Portugal. Under the Portuguese flag, he sails into the stormy North Atlantic on trade missions to the British Isles and Scandinavia.
- 1477** In Galway, Ireland – while on a trading voyage to Iceland – Columbus sees two Oriental-looking corpses adrift in a boat. The Irish say the dead people are Chinese. This convinces Columbus that he can reach China by sailing westward across the Atlantic. (Modern scholars believe the dead people were either Eskimos or Lapps.)
- 1479** Ferdinand, husband of Queen Isabel of Castile, becomes King of Aragón on the death of his father, John II. Castile and Aragón unite to form the Kingdom of Spain under the joint rule of Ferdinand and Isabel. The new Christian kingdom quickly engages in trade competition with Portugal, and in a military campaign against Granada, the last Islamic section of Spain.

- 1482** Columbus develops a plan to find a shortcut to Asia by sailing westward across the Atlantic. He fails to get backing from the king of Portugal for the venture.
- 1485** Saddened by the death of his wife, and frustrated by a lack of Portuguese backing, Columbus moves to Spain.
- 1486** Queen Isabella of Spain listens favorably to Columbus's plan and sets up a commission to study it.
- 1487** Portuguese navigator Bartholomew Dias sails all the way down the west coast of Africa and around the Cape of Good Hope, which he calls *Cabo Tormentoso* (Cape of Storms). This Portuguese achievement excites Spanish interest in finding other routes to the East.
- 1492** The conquest of the Moorish Kingdom of Granada in January puts all of Spain under Christian rule. King Ferdinand and Queen Isabel expel the country's large Jewish and Muslim minorities. Christopher Columbus begins his first voyage across the Atlantic and lands in a Bahamian Archipelago island he names San Salvador



- 1509** Juan Ponce de León colonizes San Juan Bautista (Puerto Rico)
- 1513** Juan Ponce de León lands in a territory he names La Florida
Vasco Núñez de Balboa crosses Isthmus of Panamá, discovers Pacific Ocean
- 1519** Alonso Alvarez de Pineda discovers the coast of the Gulf of Mexico. Claims Texas for Spain
- 1520** Ferdinand Magellan circumnavigates the world. Discovers strait to the Pacific Ocean in South America.
- 1521** Hernán Cortés defeats the Aztec
- 1528** Pánfilo de Narváez lands in Tampa Bay
- 1539** Hernando de Soto builds a winter camp in present-day Tallahassee. Is named governor of Cuba and La Florida

- 1540 Francisco Vásquez de Coronado explores the Grand Canyon
- 1565 Pedro Menéndez de Avilés founds Saint Augustine. First permanent European settlement
- 1573 Franciscan order arrives in Florida to establish first missions in present-day United States
- 1590 Juan de Fuca navigates the northern coast of the present-day state of Washington
- 1598 Juan de Oñate begins settlement of New Mexico. Introduces livestock breeding to the Southwest

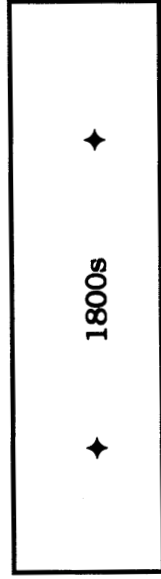
◆ 1600s ◆

- 1602 Sebastian Vizcaino explores and charts the coast of California
- 1610 Pedro de Peralta founds Santa Fe. Oldest state capital in the U.S.
- 1654 Sephardic Jews arrive in New Amsterdam (New York). Found first synagogue in the U.S.

◆ 1700s ◆

- 1738 First free black community established in Spanish Florida - Fort Mose
- 1762 Trade begins between British colonies and Cuba. Establishment of first Cuban communities in the United States
- 1763 Spain gains control of the Louisiana Territories
- 1773 Spanish establish first European settlements in Alaska

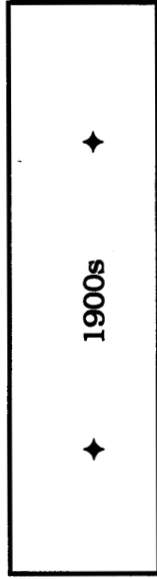
- 1776** Juan Bautista de Anza -First to cross overland to California from Sonora, Mexico and established the port and city of San Francisco
- The thirteen colonies in North America issue a Declaration of Independence against Great Britain, Spain and France become allies of the colonies, provide large sums of money to them and become actively involved in the War of Independence.
- Rodriguez, Hortaléz & Cia., a Spanish corporation was organized to send supplies to the Continental Army
- Father Silvestre Vélez and other settlers, explored northern New Mexico, Colorado and Utah
- 1781** Governor Cagigal of Cuba obtains emergency loan of 4,520,000 reales from Spain for the U. S. troops
- 1784** First land grants given by Spanish King to establish "ranchos" in California
- 1790** Alejandro Malespina explores and charts the Pacific Coast of North America
- 1796** Laguna Santero starts a unique style of religious sculpture, *santos*, in New Mexico



- 1808** El Misisipi, first Spanish newspaper in the U. S., is founded in New Orleans.
- 1824** The first conservatory of music in the Americas is founded in Mexico City
- 1826** Jicotencal by Father Félix Varela, First Hispanic novel published in the U. S.
- 1829** Mexico abolishes slavery
- 1830-34** Mexican government bans immigration of Anglos to Texas
- 1833** Steven Austin petitions the Mexican government for statehood for Texas and is jailed in Mexico City
- 1834** Santa Ana established strong central government in Mexico

- 1835 Texan army defeats Mexican army at the Alamo
Spanish King prohibits trade of slaves from Africa to its Colonies
- 1836 Mexican army kills Texan defenders of the Alamo - Texas declares independence. Battle of San Jacinto ends war.
- 1837 First railroad in Spanish America is built in Cuba
- 1840 Texas legislature adopts Hispanic-Mexican system of single court rather than Anglo dual court system.
- 1842 Mexican cattleman Francisco López discovers and mines gold in California
- 1845 United States annexes Texas
- 1846 U. S. Congress declares war against Mexico - brings into its territory land that form present day New Mexico, Colorado, Arizona and California - Anglos create the Bear Flag Republic in California
- 1847 Battles of San Pascual and Buena Vista
- 1848 Treaty of Guadalupe Hidalgo is signed between Mexico and U. S.
- 1861 Cuban-born Loreta Velázquez, a Confederate Army lieutenant fights at Battle of Bull Run
- 1862 Manuel Chaves leads the Union forces to victory in the Battle of Glorieta Pass.
Farragut leads Union Navy to capture New Orleans Confederate forces take Santa Fe and Albuquerque
- 1863 U. S. government authorizes first Hispanic battalion during Civil War. First Battalion of Native Cavalry.
Federico Cavada is captured at the Battle of Gettysburg, Benavides Regiment joins Confederate Army
- 1868 "Grito de Lares" -Puerto Ricans in the town of Lares rebel against the Spanish
Slaves are declared free in Cuba -Ten Year War begins against Spain
- 1871 Instituto San Carlos is founded in Key West by Cuban immigrants; Esteban Bellán - first Cuban to play professional baseball in the United States
- 1872 Puerto Rican representatives in the Spanish Cortes win equal civil rights for the colony
- 1873 Slavery abolished in Puerto Rico by the Spanish Crown
- 1876 Key West elects the first Cuban-American mayor in the United States
- 1880 "Las Gorras Blancas" raid Anglo properties in New Mexico

- 1886** Diego Rivera is born - Mexican painter and muralist executes works of political content which are exhibited throughout the U. S.
- 1891** Revolutionary Party is founded in New York by Cuban patriot José Martí to fight for independence against Spain.
- 1895** War of 1895 begins in Cuba - José Martí is killed in battle by Spanish troops
- 1898** USS Maine explodes in Havana Harbor - U. S. declares war against Spain - Spanish-American War begins Treaty of Paris - end of the War giving the U. S. possession of Cuba, Puerto Rico, the Virgin Islands, the Philippines and Guam.
- 1899** United Fruit Company formed in Massachusetts taking over 20 companies in Central America First strike in the cigar industry occurs in Ybor City, Tampa



- 1900** Foraker Act - Establishes civilian government in Puerto Rico under U. S. control
- 1901** U. S. Congress enacts the Platt Amendment allowing U. S. intervention in Cuba
- 1902** U. S. military forces turn over control to first elected Cuban President D. Tomás Estrada Palma Reclamation Act - U. S. Congress takes lands owned by Hispanics .
- 1903** Panamá and U. S. sign treaty authorizing construction of the Panamá Canal by the U. S.
- 1904** Corollary to Monroe Doctrine - President Roosevelt attempts to discourage intervention by foreign powers in the Americas
- 1906** U. S. troops occupy Cuba for three years

- 1907 Lupe Vélez born in Mexico - Becomes a Hollywood movie star; Gabriel (El Indio) Fernández born in Mexico films Night of the Iguana in US
- 1912 New Mexico becomes a state Institute for Tropical Medicine is founded in Puerto Rico affiliated with Columbia University
- 1914 José Ferrer, Oscar-winning actor born in Puerto Rico
- 1915 Panama Canal begins operations
- 1915 Luis R. Estéves first Puerto Rican graduate of West Point Military Academy founder of Puerto Rican National Guard
- 1916 U. S. establishes military government in Dominican Republic; Edward Roybal, U. S. Congressman to hold seat longest of any Hispanic
- 1917 U. S. Congress passes Immigration Act-U.S. Congress passes Jones Act giving Puerto Ricans U.S. citizenship
- 1919 David Barkley, a Mexican American receives the Congressional Medal of Honor for heroic actions in WWI
- 1920 Actor Ricardo Montalbán born in Mexico
- 1925 U. S. government creates Border Patrol
- 1927 First major Hispanic religious procession takes place in East Los Angeles
- 1928 Pancho González, tennis champion born in California
- 1929 League of United Latin American Citizens (LULAC) founded in Texas
- 1931 Massive repatriation of Mexicans from the U.S. - will last through 1938
- 1932 Benjamín Nathan Cardozo, of famous Sephardic Jewish family, is first Hispanic named to U. S. Supreme Court
- 1933 President Franklin D. Roosevelt announces "Good Neighbor Policy"
- 1935 Chichi Rodríguez, Golf Champion born in Puerto Rico; Tomás Rivera founder of Chicano Literature born in Texas
- 1938 First large Mexican and Mexican American agricultural workers' strike takes place in Texas

- 1939 Hispanic Division of the U.S. Library of Congress is dedicated; Lee Trevino, Golf Champion born in Texas
- First Spanish-language radio network-International Broadcasting Company provides programming in Spanish across U.S.
- 1941 U. S. Hispanics become the most decorated group of ethnic soldiers during WWII
- 1942 Bracero Program established in U.S. - lasts through 1964 regulated by Public Law 45
- 1947 American G.I.Forum established by Mexican-American veterans
- 1950 U. S. Congress votes to establish Puerto Rico as a Commonwealth
- 1951 U. S. Congress passes Public Law 78 making the Bracero Program the Migratory Labor Agreement
- 1952 Desi Arnaz, Cuban-born first Hispanic to star in a television program - *I Love Lucy*
- 1953 "*La Carreta*" play by Puerto Rican René Márques debuts in New York
- 1955 KCOR-TV, first Spanish language television station in the US opens in San Antonio, Texas
- 1956 Ernesto Galarza union organizer from California exposes abuse of Bracero Program in film "Strangers in our Fields"
- 1957 "West Side Story" first Broadway play with Hispanic theme and Hispanic actors
- Nancy López, golf champion born to Mexican American parents in California
- 1959 Fidel Castro takes over Cuban government and imposes Communism. Hundreds of thousands of Cubans flee to the U.S.
- 1960 Castro expropriates all property and businesses owned by U. S. citizens in Cuba
- Cuban-born Orestes Miñoso, first Hispanic in the U.S. to lead both baseball leagues in hits, playing for the Chicago White Sox
- 1961 Bay of Pigs - Failed attempt by Cuban exiles to overthrow Castro.
- Spanish International Network, first Spanish-language television network
- Puerto Rican Orlando Cepeda becomes first Hispanic-American home run champion in professional baseball

- 1965 Cesar Chávez founds the most important farm workers' union in Delano, California.
El Teatro Campesino, most important, long standing Hispanic theater is founded as a labor theater in agricultural fields
- Border Industrialization Program begins between U. S. and Mexico.
- 1967 U.S. Congress Mandate providing special instruction for students of limited English proficiency
- 1968 Luis Walter Álvarez, first U.S. born Hispanic to win Nobel Prize for Physics
- 1970 Patrick F. Flores, first Mexican American bishop in the U.S. Catholic Church
- 1972 Ramona Acosta Bañuelos first Hispanic Treasurer of the U.S.
- 1974 Equal Educational Opportunity Act - U.S. Congress provides bilingual education to Hispanic youths
- Puerto Rican jockey Angel Cordero wins Kentucky Derby
- Puerto Rican Miguel Piñero wins New York Critics Award for Best American Play
- 1977 Congressional Hispanic Caucus is founded in U.S. Congress
- Fernando Alegria, Chilean professor at University of California, Berkeley founds *Literatura chilena en el exilio* (Chilean Literature in Exile.)
- 1978 Thomas Flores - First Hispanic coach of professional football team in U.S. Oakland Raiders
- 1979 Edward Hidalgo becomes first Hispanic U.S. Secretary of the Navy
- 1980 U.S. Stamp issued recognizing Hispanic contributions to American War of Independence & Gen. Bernardo de Gálvez victory at Battle of Mobile, Alabama
- 1983 Dominican pitcher, Juan Marichal inducted into the Baseball Hall of Fame
- 1984 Roberto Clemente, first Hispanic baseball player featured on a U.S. postage stamp
- Venezuelan Luis Aparicio inducted into Baseball Hall of Fame
- 1985 U.S. Congress authorizes Radio Marti - radio station that broadcasts to Cuba to counteract biased news in Cuba from Castro regime
- 1986 Franklin Chang-Díaz becomes first Hispanic in space-first time Spanish is spoken in space from shuttle Columbia

- 1986** U.S. establishes Immigration Reform and Control Act
Luis Walter Alvarez wins the Nobel Prize in Physics
Hispanic Association on Corporate Responsibility (HACR) is founded in Washington D.C.
- 1987** Geraldo Miguel Rivera becomes first Hispanic to host national television syndicated talk show
- 1988** President Reagan appoints first Hispanic to a Cabinet Post - Lauro F. Cavazos, Secretary of Education
- 1989** President Bush appoints Antonia Novello first Hispanic and first woman to the position of Surgeon General of the U.S.
Manuel Luján becomes first Hispanic U.S. Secretary of the Interior
Ileana Ros-Lehtinen from Florida becomes the first Cuban woman elected to Congress
Thomas Flores, president/general manager of Seattle Hawks football team - highest rank for Hispanic in professional football
- 1991** Cuban-American writer Oscar Hijuelos becomes first Hispanic writer to win Pulitzer Prize
Conductor Eduardo Mata receives White House Hispanic Heritage Award
- 1992** Cuban Democracy Act/Torricelli Act - is signed by President Bush banning trade with Cuba
- 1993** Henry Cisneros becomes first Hispanic U. S. Secretary of HUD
Federico Peña becomes first Hispanic U. S. Secretary of Transportation
Astronaut Ellen Ochoa flies on the *Discovery*
- 1994** President Clinton posthumously awards Medal of Freedom to César Chávez
NAFTA (North American Free Trade Agreement) takes effect
- 1995** Mario Molina, Nobel Prize-winning chemist - for work that leads to an international ban on chemicals depleting ozone layer
- 1997** Federico Peña becomes the first Hispanic U. S. Secretary of Energy
Center for Latino Initiatives created at the Smithsonian Institution in Washington D.C.
President Clinton appoints Bill Richardson Ambassador to the United Nations, first Hispanic to hold that position

- 1997** CNN news launches CNN Español
- 1998** Smithsonian Institution acquires Teodoro Vidal collection of Puerto Rican "santos".
Smithsonian Institution acquires work of Cuban-American artist Maria Brito
Mexican Museum and Center for the Arts in Chicago received Accreditation by American Association of Museums
- 1999** Dominican baseball player Sammy Sosa is recognized by President Clinton for his humanitarian deeds
"Americanos" photographic chronology developed by James E. Olmos depicting various Latino groups emphasizing "We are all Americans/Americanos"
"Americanos: Latino Life in the United States" five-year multimedia program developed by the Smithsonian Institution
United States officially turned over to Panamá the Panamá Canal - December 13, 1999.

HISPANIC AMERICANS

**“MANY CULTURES
ONE VOICE”**

GENERAL NOTE

The following Curriculum Outline provides focus points for the infusion of Hispanic Contributions to the United States into the curriculum in Broward County – Pre-Kindergarten through 12th Grades.

Each Lesson Focus Topic addresses a social studies curriculum theme. It is further developed to address Core Competencies as described in Goal 3, Sunshine State Standards and accompanying Benchmarks, Grade Level Expectations and Florida Comprehensive Achievement Test (FCAT) requirements where appropriate.

Based on the social studies curriculum, understanding, content and skills from other disciplines are inherent in the development of these topics. These topics are developed in a multidisciplinary, interdisciplinary hands-on approach to learning with an emphasis on the Arts and Humanities.

The “Lesson Plans” section will further illustrate the comprehensive and inclusive design and development of this Manual that will facilitate students’ understanding of the Hispanic Contributions to the United States.

Curriculum Outline

Social Studies Curriculum Themes

Pre-Kindergarten: Learning and Playing Together –
Kindergarten: My Family, Myself, My Friends

Area(s) of Infusion: Social Studies, Language Arts, Mathematics, Science, Visual Arts, Music

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS	LESSON FOCUS
3.1, 3.2, 3.4, 3.10, 3.11	SS.A.1 LA.A.1 LA.A.2	SS.A.1.1.1 SS.A.1.1.2 LA.A.1.1.1	Pre-K, K.1 Spanish Explorers, Christopher Columbus
3.1, 3.2, 3.4, 3.8, 3.10	SS.A.1 SS.A.3 SC.A.1 VA.A.1 MU.A.1	SS.A.1.1.1 SS.A.3.1.2 SC.A.1.1.1 VA.A.1.1.1 MU.A.1.1.1	Pre-K, K.2 Celebration of Cultures: Carnival
3.1, 3.2, 3.4, 3.6, 3.10, 3.11	SS.A.3 LA.A.1 MA.A.1 VA.A.1	SS.A.3.1.2 LA.1.1.2 LA.A.1.1.1 MA.A.1.1.1 MA.A.1.1.2 VA.A.1.1.1	Pre-K, K.3 Historical Perspectives: The Hispanic Family
3.1, 3.2, 3.4, 3.8, 3.10	SS.A.1 SS.A.2 LA.A.1 MA.A.1 VA.A.1	SS.A.1.1.2 SS.A.2.1.2 LA.A.1.1.1 LA.A.1.1.2 MA.A.1.1.3 VA.A.1.1.1	Pre-K, K.4 Historical Perspectives: Horses in the Americas
3.1, 3.2, 3.6, 3.8, 3.10, 3.11	SA.A.1 LA.A.1	SA.A.1.1.1 LA.A.1.1.1 LA.A.1.1.4	Pre-K, K-5 Celebration of Cultures: The First Thanksgiving

Curriculum Outline

Social Studies Curriculum Themes

Grade One: Families (Near and Far) Schools, Work, and Rules –

Area(s) of Infusion: Social Studies, Language Arts, Mathematics, Science, Visual Arts, Music

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS	LESSON FOCUS
3.1, 3.2, 3.4, 3.10, 3.11	SS.A.1 SC.C.1 L.A.A.1 M.A.A.1 M.U.A.1	SS.A.1.1.1 SS.A.1.1.2 SS.A.2.1.1 SC.C.1.1.1 L.A.A.1.1.1 L.A.A.1.1.2 L.A.A.1.1.4 M.A.A.1.1.1 M.A.A.1.1.3 M.A.A.2.1.1 M.A.A.3.1.2 M.U.A.1.1.1	1.1 Native Americans and Europeans meet
3.1, 3.2, 3.4, 3.10, 3.11	SS.A.1 SS.A.3 L.A.A.2 V.A.A.1	SS.A.1.1.2 SS.A.1.1.3 SS.A.3.1.3 L.A.A.2.1.1 V.A.A.1.1.1 V.A.A.1.1.2	1.2 Using Folk Tales to Learn about other Cultures
3.1, 3.2, 3.5, 3.10, 3.11	SS.A.1 SS.A.3 SC.A.1 SC.A.1 L.A.A.1 L.A.A.2 V.A.A.1	SS.A.1.1.1 SS.A.1.1.2 SS.A.1.1.3 SS.A.3.1.3 SC.A.1.1.3 L.A.A.1.1.2 L.A.A.2.1.3 V.A.A.1.1.1	1.3 The Hispanic Family: Fiesta Foods
3.1, 3.2, 3.5, 3.6, 3.10, 3.11	SS.A.1 SC.A.1 L.A.A.2 M.A.B.1 V.A.A.1	SS.A.1.1.2 SS.A.1.1.3 SC.A.1.1.2 L.A.A.2.1.1 M.A.B.1.1.1	1.4 The Hispanic Family: Mexico's Gift to the World

Curriculum Outline

Social Studies Curriculum Themes

Grade Two: Cultures Near and Far Away – Communities

Area(s) of Infusion: Social Studies, Language Arts, Mathematics, Visual Arts, Music

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS	LESSON FOCUS
3.1, 3.2, 3.4, 3.8, 3.10, 3.11	SS.A.1 SS.A.2 SS.A.3 SS.A.4 SS.B.1 L.A.A.1 L.A.A.2 M.A.D.2 V.A.C.1 M.U.A.1	SS.A.1.1.1 SS.A.1.1.2 SS.A.2.1.1 SS.A.3.1.3 SS.A.4.1.2 SS.B.1.1.2 L.A.A.1.1.3 L.A.A.2.1.1 M.A.D.2.1.1 V.A.C.1.1.1 M.U.A.1.1.	2.1 A Hispanic Fiesta – Cinco de Mayo
3.1, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.11	SS.A.1 SS.A.3 L.A.A.1 V.A.B.1 M.A.A.1 V.A.A.1	SS.A.1.1.2 SS.A.3.1.3 L.A.A.1.1.1 L.A.B.1.1.1 M.A.A.1.1.3 V.A.C.1.1.4	2.2 Celebrations of Culture: Three Kings Day
3.1, 3.2, 3.4, 3.8, 3.10, 3.11	SS.A.1 L.A.A.1 L.A.B.1 M.A.A.1 V.A.A.1	SS.A.1.1.2 SS.A.3.1.3 L.A.A.1.1.1 L.A.B.1.1.1 M.A.A.1.1.3 V.A.C.1.1.4	2.3 The Hispanic Family

HISPANIC AMERICANS

**“MANY CULTURES
ONE VOICE”**

GENERAL NOTE

Some Broward County elementary schools may be teaching American History in a two-year sequence along with Florida Studies. Other schools may be teaching American History only in the fifth grade.

Critical Content and Performance Standards for American History before 1880 may be mastered either in the fourth or fifth grade. The following “Lesson Focus” category is presented accordingly.

The lessons are developed in a multidisciplinary, interdisciplinary hands-on approach to learning with emphasis on the Arts and Humanities.

Curriculum Outline

Social Studies Curriculum Themes

Grade Three: Famous People, Places, and Events

Area(s) of Infusion: Social Studies, Language Arts, Mathematics, Science, Visual Arts, Physical Education, Music

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS	LESSON FOCUS	
3.1, 3.2, 3.4, 3.7, 3.8, 3.10	SS.A.1 SS.A.2 SS.A.3 L.A.A.1 L.A.A.2	L.A.B.1 M.A.A.1 M.A.A.3 V.A.A.1	SS.A.1.2.1 SS.A.1.2.3 SS.A.2.2.2 SS.A.2.3.2 SS.A.2.2.6 SS.A.3.2.4 L.A.A.1.2.1	3.1 Spanish Explorers: Settlements In The Americas
3.1, 3.2, 3.3, 3.4, 3.7, 3.8, 3.9, 3.10, 3.11	SS.A.1 SS.B.1 SS.C.2 L.A.A.2 L.A.B.1	V.A.A.1 P.E.A.1 P.E.C.1	SS.A.1.2.1 SS.B.1.2.3 SS.B.1.2.5 SS.C.2.2.2 L.A.A.2.2.1	3.2 Pan American Games
3.1, 3.2, 3.3, 3.4, 3.7, 3.10	SS.B.2 SC.D.1 L.A.B.2 M.U.A.1 V.A.B.1	L.A.B.2.2.2 V.A.B.1.2.1a V.A.B.1.2.1b M.U.A.1.2.3 S.C.D.2.2.1	SS.B.2.2.2 SS.B.2.2.3 S.C.D.1.2.2 S.C.D.1.2.3 S.C.D.2.2.1	3.3 Puerto Rican Pride: El Yunque, the First Natural Preserve In the Americas
3.1, 3.2, 3.3, 3.4, 3.8, 3.10, 3.11	SS.A.2 SS.A.6 L.A.A.2 L.A.B.2 M.A.B.1	V.A.A.1 M.U.A.1	SS.A.6.2.5 SS.A.2.2.3 L.A.B.2.2.5 L.A.A.2.2.8 M.A.B.1.2.1	3.4 Celebrations Of Culture: La Piñata

Curriculum Outline

Social Studies Curriculum Themes

Grade Four: My State - Florida

Area(s) of Infusion: Social Studies, Language Arts, Mathematics

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS	LESSON FOCUS
3.1, 3.2, 3.3, 3.4, 3.5, 3.8, 3.10	SS.A.1 SS.A.2 L.A.A.1 L.A.A.2 L.A.B.2 M.A.A.4 M.A.B.1 M.A.B.2	SS.A.1.2.2 SS.A.2.2.2 L.A.A.1.2.2 L.A.A.2.2.1 L.A.B.2.2.3 M.A.A.4.2.1 M.A.B.1.2.1 M.A.B.2.2.1	4.1 The People of La Florida: Native Americans and Spanish Explorers – The Great Exchange
3.1, 3.2, 3.3, 3.4, 3.5, 3.8, 3.10	SS.A.6 SS.B.1 L.A.A.2 L.A.B.2	SS.A.6.2.3 SS.A.6.2.6 SS.B.1.2.1 L.A.A.2.2.5 L.A.A.2.2.8 L.A.B.2.2.2	4.2 The Original La Florida: Explorers and Missions
3.1, 3.2, 3.3, 3.4, 3.5, 3.8, 3.10	SS.A.1 SS.A.6 SS.B.1 L.A.A.1 L.A.A.2 L.A.C.1	SS.A.1.2.2 SS.A.6.2.3 SS.B.1.2.1 L.A.A.1.2.2 L.A.A.2.2.1 L.A.A.2.2.5 L.A.A.2.2.8 L.A.C.1.2.5	4.3 Timeline of La Florida's History to 1821 – Founding of St. Augustine
3.1, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10	SS.A.1 SS.A.2 SS.A.6 L.A.A.1 L.A.B.2 M.A.B.1	SS.A.1.2.2 SS.A.2.2.4 SS.A.6.2.2 SS.A.6.2.3 L.A.A.1.2.3 L.A.B.2.2.2 M.A.B.1.2.2	4.4 The Spanish American War: Hispanics in Florida Today

Curriculum Outline

Social Studies Curriculum Themes

Grade Fifth: My Country's History – U.S. History and Geography

Area(s) of Infusion: Social Studies, Language Arts, Mathematics, Science, Visual Arts

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS	LESSON FOCUS
3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 3.10	SS.A.1 LA.A.1 LA.B.1 SC.B.2 SC.D.2	SS.A.1.2.1 SS.A.1.2.3 SS.A.5.2.7 SS.A.6.2.1 LA.A.1.2.1 LA.B.1.2.1 SC.B.2.2.3 SC.D.2.2.1	5.1 Puerto Rican Heritage in the United States – Importance of the Rain Forest
3.1, 3.2, 3.3, 3.4, 3.5, 3.8, 3.9, 3.10	SS.A.1 SS.A.5 SS.B.1 LA.A.1 LA.B.1	SS.A.1.2.1 SS.A.5.2.7 SS.A.5.2.8 SS.B.1.2.2 LA.A.1.2.1 LA.B.1.2.3	5.2 Distinguished Hispanics in the United States
3.1, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10	SS.A.1 SS.A.6 SS.B.1 MA.E.1 MA.B.3 SC.G.1 FL.C.2	SS.A.1.2.2 SS.A.6.2.1 SS.B.1.2.1 MA.B.3.2.1 MA.E.1.2.1 SC.G.1.2.2 FL.C.2.2.2	5.3 Cuban Immigration in Florida
3.1, 3.2, 3.3, 3.4, 3.5, 3.8, 3.10	SS.B.1 SS.B.2 LA.B.2 SC.H.1 SC.H.3 VA.B.1	SS.A.2.2.3 SS.B.1.2.1 LA.B.2.2.5 SC.H.1.2.4 SC.H.3.2.1 VA.B.1.2.4.a	5.4 Hispanic Contributions-The Panama Canal

HISPANIC AMERICANS

**“MANY CULTURES
ONE VOICE”**

GENERAL NOTE

The following Curriculum Outline provides focus points of the Hispanic Contributions to the United States into the social studies curriculum in Broward County - grades sixth, seventh and eighth. Topics have been developed in a multidisciplinary, interdisciplinary approach. A “Visual Arts” component was developed for this level in a hands on approach to learning.

Curriculum Outline

Social Studies Curriculum Themes

Grade Sixth: Cultural Awareness – Encounters of Two Worlds

Area(s) of Infusion: Social Studies, Language Arts, Mathematics

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS	LESSON FOCUS
3.1, 3.2, 3.3, 3.7, 3.8, 3.10	SS.A.3 SS.A.4 L.A.A.1 L.A.B.1 L.A.B.2	SS.A.3.3.2 SS.A.4.3.1 L.A.A.1.3.1 L.A.A.1.3.2 L.A.B.2.3.1 L.A.B.1.3.3	6.1 Encounter Of Two Worlds: Leaders In The Age of Exploration
3.1, 3.2, 3.3, 3.4, 3.6, 3.8, 3.10	SS.A.1 SS.B.1 SS.B.2 M.A.A.2 M.A.B.1 M.A.B.2	SS.A.1.3.2 SS.B.1.3.1 SS.B.2.3.1 SS.A.2.3.4 M.A.A.2.3.1 M.A.B.1.3.1 M.A.B.2.3.1	6.2 Encounter of Two Worlds: Impact of Columbus' arrival and of The Spanish Explorations
3.1, 3.2, 3.3, 3.4, 3.8, 3.10	SS.A.1 SS.A.2 L.A.A.2 L.A.B.1	SS.A.1.3.3 SS.A.2.3.2 SS.A.2.3.6 L.A.A.2.3.7 L.A.B.1.3.3	6.3 Encounter of Two Worlds: Spanish – Indian Relations
3.1, 3.2, 3.3, 3.4, 3.6, 3.7, 3.8, 3.10	SS.A.2 SS.A.4 L.A.B.2	SS.A.2.3.1 SS.A.2.3.6 SS.A.4.3.1 SS.A.4.3.3 L.A.B.2.3.1 L.A.B.2.3.2	6.4 Encounter of Two Worlds: The Missions in the Americas

(Grade Six Cont.)

Curriculum Outline

Social Studies Curriculum Themes

Grade Sixth: Cultural Awareness – Encounters of Two Worlds

Area(s) of Infusion: Social Studies, Language Arts, Mathematics, Visual Arts

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS	LESSON FOCUS
3.1, 3.2, 3.3, 3.4, 3.8, 3.10	SS.A.1 L.A.A.1 M.A.E.1	SS.A.1.3.1 SS.A.1.3.2 L.A.A.1.3.1 L.A.A.1.3.2 M.A.E.1.3.1 M.A.E.1.3.2	6.5 Encounter of Two Worlds – Saint Augustine School 1787
3.1, 3.2, 3.4, 3.7, 3.10	SS.A.2 L.A.A.1 V.A.D.1	SS.A.2.3.2 L.A.A.1.3.2 V.A.D.1.2.2.b	6.6 Timeline of Major Events in Spanish Colonization in the Americas 1493-1784
3.1, 3.2, 3.4, 3.7, 3.8, 3.10	SS.B.2 L.A.B.1	SS.B.3.2.2 L.A.B.1.3.1 L.A.B.1.3.2	6.7 Important Leaders in the Independence Movement of Spanish America

Curriculum Outline

Social Studies Curriculum Themes

Grade Seventh: Cultural Awareness – Encounters of Two Worlds

Area(s) of Infusion: Social Studies, Language Arts, Mathematics, Visual Arts

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS	LESSON FOCUS
3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.10	SS.B.1 SS.D.1 LA.B.1 LA.D.2 FL.A.3 FL.B.1	SS.B.1.3.1 SS.B.1.3.4 SS.D.1.3.1 LA.B.1.3.1 LA.B.1.3.2	7.1 Conquest of Florida by Pedro Menéndez de Avilés and the Founding of St. Augustine
3.1, 3.2, 3.3, 3.4, 3.6, 3.7, 3.10	SS.A.2 SS.B.1 SS.B.2 LA.B.1 LA.B.2	LA.E.1 LA.E.2 VA.D.1	7.2 First Spanish Period in Florida 1565-1763
3.2, 3.3, 3.5, 3.7, 3.8, 3.10	SS.B.1 LA.B.2	SS.B.2.3.5 LA.B.2.3.3	7.3 The Role of Spain and Spanish America in the American Revolution
3.1, 3.4, 3.5, 3.8, 3.10	SS.B.1 LA.A.2	SS.B.1.3.1 SS.B.1.3.6	7.4 Explorations and Maps in late 18 th Century Southwest
3.1, 3.4, 3.5, 3.8, 3.10	SS.A.1 LA.B.1 LA.B.2 VA.B.1 VA.C.1	SS.A.1.3.2 LA.B.1.3.3 LA.B.2.3.2 VA.B.1.3.4 VA.C.1.3.1	7.5 Hispanic Entertainers in the U.S. (Create a Book Jacket)
3.1, 3.3, 3.8, 3.10	SS.B.2 SS.D.2 MA.A.3	SS.B.2.3.3 SS.D.2.3.1 MA.A.3.3.2	7.6 Hispanics in the U.S. Today

Curriculum Outline

Social Studies Curriculum Themes

Grade Eighth: United States History

Area(s) of Infusion: Social Studies, Language Arts, Mathematics

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS	LESSON FOCUS
3.1, 3.2, 3.6, 3.10	SS.A.1 SS.A.2 SS.B.2 L.A.B.1 L.A.B.2	SS.A.1.3.1 SS.A.2.3.1 SS.B.2.3.1 SS.B.2.3.3 L.A.B.1.3.1 L.A.B.1.3.3 L.A.B.2.3.1	8.1 Conquest Of Florida By Pedro Menéndez de Avilés – The Thanksgiving Celebration
3.1, 3.2, 3.4, 3.10	SS.A.6 L.A.A.2 L.A.B.1 T.H.B.1	SS.A.6.3.1 SS.A.6.3.3 L.A.A.2.3.1 L.A.A.2.3.5 L.A.A.2.3.6 L.A.B.1.3.1 L.A.B.1.3.3 L.A.B.2.3.2 T.H.B.1.3.1	8.2 San Agustin School: First of its Kind (Life in the St. Augustine School)
3.1, 3.2, 3.4, 3.10	SS.A.6 SS.D.2 L.A.B.2 M.A.D.1	SS.A.6.3.3 SS.D.2.3.2 L.A.B.2.3.6 M.A.D.1.3.2	8.3 Ranchos: Cattle Industry in Florida, Texas, and California
3.1, 3.3, 3.4, 3.10	SS.A.1 SS.A.2 M.A.D.1	SS.A.1.3.1 SS.A.2.3.1 M.A.D.1.3.2	8.4 The Century of Gold in Spain

(Grade Eight Cont.)

Curriculum Outline

Social Studies Curriculum Themes

Grade Eighth: United States History

Area(s) of Infusion: Social Studies, Language Arts, Mathematics, Music

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS	LESSON FOCUS
3.1, 3.2, 3.4, 3.6, 3.9, 3.10	SS.A.4 MA.1 LA.B.2	SS.A.4.3.1 SS.A.4.3.2 SS.A.4.3.3 LA.B.2.3.2	8.5 Bernardo De Gálvez – The Role of Spain and Spanish America in the American Revolution
3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.10	SS.A.1 SS.A.4 SS.B.1 SS.B.2 LA.B.2	SS.A.1.3.1 SS.A.4.3.1 SS.A.4.3.4 SS.B.1.3.4 SS.B.2.3.4 LA.B.2.3.2	8.6 The Mission Community: Texas, California, Florida
3.1, 3.2, 3.4, 3.8, 3.10, 3.11	SS.A.4 LA.C.3 LA.D.1 FL.C.1 FL.D.1	SS.A.4.3.1 LA.D.1.3.2 LA.C.3.3.1 FL.C.1.3.1 FL.D.1.3.1	8.7 Life in a Southwest Community During the 18 th Century: Founding of Sante Fé, El Paso, and Albuquerque
3.1, 3.2, 3.4, 3.8, 3.10	SS.A.5 LA.D.2	SS.A.5.3.2 LA.D.2.3.1	8.8 Hispanics on Stage and Screen
3.1, 3.2, 3.3, 3.4, 3.8, 3.10, 3.11	SS.A.5 LA.B.2 FL.C.1 DA.C.1 MU.C.1 MU.E.1	SS.A.5.3.2 LA.B.2.3.6 FL.C.1.3.1 DA.C.1.3.3 MU.C.1.3.1 MU.E.1.3.2	8.9 Latino Music and Dance in the United States

HISPANIC AMERICANS
**“MANY CULTURES
ONE VOICE”**

GENERAL NOTE

The following lesson plans are developed to incorporate a specific Visual Arts component into the Hispanic Contributions to the United States manual, Hispanic Americans “*Many Cultures, One Voice*”.

The plans are labeled MS-1, MS-2 and MS-3.

Although specifically designed for the intermediate level, these lesson plans’ flexibility allow their use at other grade levels at the teachers’ discretion.

Curriculum Outline

Social Studies Curriculum Themes

Grades 6/7/8 – Visual Arts

Area(s) of Infusion: Social Studies, Language Arts, Mathematics, Visual Arts

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS	LESSON FOCUS
3.1, 3.2, 3.4, 3.10	SS.B.1 SS.B.2 L.A.B.1 V.A.C.1	SS.B.1.3.1 SS.B.2.3.3 L.A.B.1.3.1 V.A.C.1.3.1 V.A.C.1.3.2	Hispanics In United States Wars
3.1, 3.2, 3.5, 3.10	SS.B.2 L.A.B.1 M.A.C.1 M.A.C.2 V.A.C.1	SS.B.2.3.1 M.A.C.1.3.1 M.A.E.2.3.1 L.A.B.1.3.1 V.A.C.1.3.1 V.A.C.1.3.2	Spanish Architecture
3.1, 3.2, 3.10	SS.A.1 M.A.B.4 V.A.C.1	SS.A.1.3.1 M.A.B.4.3.2 V.A.C.1.3.1 V.A.C.1.3.2	Painted Walls

HISPANIC AMERICANS
“MANY CULTURES
ONE VOICE”

GENERAL NOTE

The following section provides several lesson plans for each grade level, Pre-Kindergarten through grade 9.

At times, the same topic is repeated in different grade levels to emphasize the importance of the subject matter in developing skills in an age-appropriate sequential manner.

Lesson plans are designed and developed with sufficient flexibility to provide educators the opportunity to use at grade levels other than those specified.

Time Frames indicated are only suggested and may vary according to schedules or preference.

All lesson plans are developed in compliance with Sunshine State Standards, Goal 3/Core Competencies, Grade Level Expectations, Broward County District Schools' Benchmarks, Critical Content and Performance Standards.

High school students utilize the book *“The Latino Experience in U.S. History”* by Globe Fearon Educational Publisher. High school teachers may use other resources included in this manual to enhance their instruction of Hispanic Contributions to the United States Mandate.

Grades Pre-K - 2

Pre-K, K.1 SPANISH EXPLORERS, CHRISTOPHER COLUMBUS

Grades: Pre-K, Kindergarten

Topics: Learning and Playing Together
My Family, Myself, My Friends

Objectives:

- To understand that everyone and every place has an identity in history.
- To develop awareness that people, places and modes of transportation change over time.

Time Frame: Two days

Areas of Infusion: Social Studies, Language Arts, Mathematics, Science, and Music

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS
3.1, 3.2, 3.4, 3.10, 3.11	SS.A.1, LA.A1, LA.A.2, MU.A.1, SC.A.1, MA.A.1	SS.A.1.1.1, SS.A.1.1.2, LA.A.1.1.2, LA.A.2.1.1, MU.A.1.1.1, SC.A.1.1.1, MA.A.1.1

Grade Level Expectations:

Social Studies:

- Listens to, views and discusses stories about people from other places.
- Understands that history tells the story of people and events of other times.

Language Arts:

- Understands how print size is organized.
- Knows the main idea from a read aloud story.

Mathematics:

- Counts orally up to ten or more objects.

Science:

- Knows that objects have many different observable properties.

Music:

- Sings alone or with others a variety of repertoire.

Materials:

- Background Information: Spanish Explorers
- Handout #1

Student Resources:

- Markers
- Drawing Paper

Teacher Resources:

- “Christopher Columbus” by Stephen Krensky 1992
- Wall Map
- “Columbus Sailed with Three Ships” by McMillan, “Music and You” 1992
- Handout #1
- Water Table
- Water
- Object from classroom that can get wet.

Procedures/Activities:

- Introduce book and hold up to insure students can see illustrations.
- Have each student draw a picture of his/her family.
- Print the words Columbus, Explorer, Niña, Pinta, Santa María.
- Count the number of letters in each word.
- Introduce song.
- Discuss what Columbus’ ships were made and what ships are made of today.
- Show Columbus route on the map/globe.
- Fill the Water Table with water and have students discover which pre-selected classroom objects can float.

Assessment:

- Completion of activities.

Pre-K.2, K.2 CELEBRATIONS OF CULTURE; CARNIVAL

Grades: Pre-K, Kindergarten

Topics: Learning and Playing Together
My Family, Myself, My Friends

Objectives:

- To understand that people design special events to remember and preserve traditions.
- To recognize that people use resources that reflect their location and culture.

Time Frame: One week

Areas of Infusion: Social Studies, Language Arts, Science, Visual Arts, Music

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS
3.1, 3.2, 3.4, 3.8, 3.10	SS.A.1, SS.A.3, VA.A.1 SC.A.1, MU.A.1	SS.A.1.1.1, SS.A. 3.1.2, VA.A.1.1.1 SC.A.1.1.1, MU.A.1.1.1

Grade Level Expectations:

Social Studies:

- Understands daily life, history, and beliefs of a country as reflected in dance, music, or other art forms.

Language Arts:

- Develops vocabulary by discussing characters and events from a story.

Science:

- Knows that objects have many different observable properties.

Visual Arts:

- Works three dimensionally to explore form and shape.

Music:

- Sings alone or with others varied repertoire.

Materials:

- Background Information: CARNIVAL
- Handout # 2: Other Masks
- "Carnival" by Denise Burden-Potman 1994
- "I Love A Parade" by H. Palmer (song) 1993
- Markers
- Paper plates
- Glue
- Scissors
- Magazines
- Wall map

Procedures/Activities:

- Introduce book and discuss pictures.
- Ask students to share experiences about celebrations.
- Have students repeat the words and explain meaning of Masks, Costumes, Parade, Music.
- Have students cut out of magazine pictures of objects that represent their heritage, describe attributes.
- Write on the board the name of a Spanish country and a United States city where they celebrate Carnival.
- Identify these places on the map.
- Ask students to name their favorite color and to explain how they think colors are made.
- Distribute supplies and ask students to make a paper plate mask and identify their character.
- Have students wear their mask and organize a parade marching to the selected music.

Assessment:

- The finished masks – Classroom Parade

Pre-K.3, K.3 HISTORICAL PERSPECTIVES – THE HISPANIC FAMILY

Grades: Pre-K, Kindergarten

Topics: Learning and Playing Together
My Family, Myself, My Friends

Objectives:

- To understand that people use resources appropriate for various activities.
- To understand that people use resources to satisfy wants and needs.

Areas of Infusion: Social Studies, Language Arts, Mathematics, Visual Arts

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS
3.1, 3.2, 3.4, 3.6, 3.10, 3.11	SS.A.1, SA.A.2, LA.A.1 MA.A.1, VA.A.1	SS.A.1.1.2, SS.A. 2.1.2, LA.A.1.1.1 LA.A.1.1.2, MA.A.1.1.3, VA.A.1.1.1

Grade Level Expectations:

Social Studies:

- Knows that the globe is a model of the earth.
- Knows terms that describe relative location.

Language Arts:

- Understands the concept of words and constructs meaning from shared text.
- Generates ideas listening to text read by teacher.

Visual Arts:

- Recognizes that color and shapes give messages.

Mathematics:

- Understands that whole numbers can be represented in a variety of forms.
- Uses non-standards objects to measure other values.

Materials:

- Background Information
- Handout #3 KWL, Handout #4 All About Cocoa
- Chocolate Bar

- Instant Cocoa
- Chart tablet
- Globe
- Color markers
- Brown finger paint
- Drawing paper
- Color stick-on dots
- Chocolate flavored coffee beans

Procedures/Activities:

- Discuss Background Information and use KWL strategy to develop theme.
- Write the word CHOCOLATE at the top of the tablet and others representing ideas in KWL.
- Make list of occasions when families and friends drink chocolate.
- Locate North and South America and Spain on the Globe, Locate Mexico and Mexico City – mark with different color stick-on dots.
- Discuss color of foods.
- Discuss color of chocolate.
- Using brown finger paint, create a painting.
- Discuss the use of colors to make things stand out.
- Discuss the use of cocoa beans in trade by ancient civilizations.

Assessment:

- Completion of projects.

Extension:

- Students bring to class many different types of chocolate products and discuss where they are made.

Pre-K.4, K.4 HISTORICAL PERSPECTIVES: HORSES IN THE AMERICAS

Grades: Pre-K, Kindergarten

Topics: Learning and Playing Together
My Family, Myself, My Friends

Objectives:

- To recognize that every historical activity has an appropriate place.
- To recognize that every historical activity has a physical location.
- To recognize that people use resources appropriately for various activities.

Time Frames: Two Days

Areas of Infusion: Social Studies, Language Arts, Mathematics, and Visual Arts

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS
3.1, 3.2, 3.4, 3.8, 3.10	SS.A.1, SS.A.2, L.A.A.1 M.A.A.1, V.A.A.1	SS.A.1.1.2, SS.A. 2.1.2, L.A.A.1.1.1 L.A.A.1.1.2, M.A.A.1.1.3, V.A.A.1.1.1

Grade Level Expectations:

Social Studies:

- Understands that history tells the story of people and events of other times and places.
- Understands basic modes of transportation.

Language Arts:

- Uses titles and illustrations to make oral predictions.
- Understands the concept of words and constructs meaning from shared text, illustrations, graphics and charts.

Mathematics:

- Uses sets to represent quantities.

Visual Arts:

- Makes or builds two-dimensional and three-dimensional objects with three details represented.

Materials:

- U.S. News & World Report pull out/special resources- “The Animal That Changed History”
- Books about horses (from Media Center)
- Map of the United States
- Chart tablet
- Scissors
- Old Magazines
- Glue
- Construction Paper

Procedures/Activities:

- Share and discuss Background Information. Show pictures of horses from books.
- Identify on the map the areas of the United States where horses are raised. Discuss what makes these areas better than others do for this purpose.
- Discuss some ways in which horses help people.
- Select a favorite “horse name” and print on the tablet.
- Count the times that each horse’s name is repeated.
- The one repeated the most can become the “Classroom horse”.
- Divide the class in four groups – Each group will make a horse collage.

Assessment:

- Complete Collage – Oral presentation by student(s) explaining selection of pictures and location.

-Pre-K.5, K.5 CELEBRATION OF CULTURES: THE FIRST THANKSGIVING

Grades: Pre-K, Kindergarten

Topics: Learning and Playing Together
My Family, Myself, My Friends

Objectives:

- To recognize that people celebrate special occasions to remember past or present events.
- To recognize that every historical activity has an appropriate place.

Time Frame: One day

Areas of Infusion: Social Studies, Language Arts

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS
3.1, 3.2, 3.6, 3.8, 3.10, 3.11	SA.A.1, LA.A.1	SS.A.1.1.1, LA.A. 1.1.1, LA.A.1.1.4

Grade Level Expectations:

Social Studies:

- Understands that history tells the story of people and events of other times and places.

Language Arts:

- Understands the concept of words and constructs meaning from shared text.
- Uses strategies to comprehend text.

Materials:

- Background Information "The First Thanksgiving"
- Books about Thanksgiving (from the Media Center)
- Magazines

Procedures/Activities:

- Ask students what they know about this holiday.
- Share/discuss background information and books about Thanksgiving.
- Ask students to share their customs for this holiday.

Assessment:

- Completion of oral presentations.

1.1 CHRISTOPHER COLUMBUS:
NATIVE AMERICANS AND EUROPEANS MEET

Grade: First

Topic: Families Near and Far, Schools, Work and Rules

Objectives:

- To understand that some methods of transportation are more efficient than others.
- To recognize that information can be placed on maps for future use.
- To build historical background on the meeting of Native Americans and Europeans.

Time Frame: Two days

Areas of Infusion: Social Studies, Language Arts, Mathematics, Science, Music

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS
3.1, 3.2, 3.4, 3.10	SS.A.1, MA.A.1, SC.C.1 MU.A.1, LA.A.1	SS.A.1.1.1, SS.A. 1.1.2, SS.A.2.1.1 MA.A.1.1.1, MA.A.1.1.3, MA.A.2.1.1 MA.A.3.1.2, SC.C.1.1.1, MU.A.1.1.1 LA.A.1.1.1, LA.A.1.1.2, LA.A.1.1.4

Grade Level Expectations:

Social Studies:

- Students extend and refine understanding that history tells the story of people and events of other times and places.

Language Arts:

- Uses context clues to understand meaning.
- Uses prior knowledge, illustrations, and text to make predictions.
- Uses a variety of strategies to comprehend text.

Music:

- Sings alone or with others a varied repertoire of music.

Mathematics:

- Represents real-world applications of whole numbers, counts orally to 100.
- Writes number sentences associated with additions and subtractions.

Science:

- Knows the relative order of speed in various objects.

Student Resources:

- Background Information, Christopher Columbus

Teacher Resources:

- Christopher Columbus by Stephen Krensky 1992
- Background Information
- Chart Tablet
- Globe
- Large wall map
- 4 small plastic boats
- "Row, row, row your boat" song

Procedures/Activities:

- Discuss title, cover illustrations, and author.
- Use K.L.W. Chart and write short phrases using ideas from the chart.
- Show routes of Columbus' ships on the globe and on the map locate Spain, Atlantic Ocean, the Americas, the Bahamas and the island where he first landed.
- Discuss who were the people Columbus first met when he landed.
- Print the word Columbus on the tablet, count the number of letters in this word.
- Write on the tablet the first name of every student and count the letters. Write this number next to the names.
- Find how many have the same number of letters as Columbus.
- Compare the globe to other spheres in the classroom. Use the word sphere and round to describe the globe.
- Compare to wall map – how are they different and how are they alike.
- Sing song accompanied by rowing movements.
- Discuss how the wind and the sails made Columbus' ships move.
- Place small plastic boats in plastic container.
- Have students take turns at racing the boats by blowing.
- Discuss importance of wind to move boats and the role of the wind in transportation.

Assessment:

- Completion of assignments.

1.2 USING FOLKTALES TO LEARN ABOUT OTHER CULTURES

Grade: First

Topic: Families Near and Far Away

Objective:

- To study the customs and traditions of Hispanic cultures.

Time Frame: One week

Areas of Infusion: Social Studies, Language Arts, and Visual Arts

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS
3.1, 3.2, 3.4, 3.10, 3.11	SS.A.1, SS.A.3, L.A.A.2 V.A.A.1	SS.A.1.1.2, SS.A. 1.1.3, SS.A.3.1.3 L.A.A.2.1.1, V.A.A.1.1.1, V.A.A.1.1.2

Grade Level Expectations:

Social Studies:

- Extends and refines understanding that history tells the story of people, places, events and other times.
- Understands the main ideas found in selected folktales, legends, myths and holidays from around the world.

Language Arts:

- Use prior knowledge, illustrations and text to make predictions.
- Use context clues to construct meaning.
- Uses a variety of strategies to comprehend text.

Visual Arts:

- Works three-dimensionally to explore form and shape.
- Demonstrates learned skills and techniques to produce quality work.

Materials:

- “La Cucaracha Martina” Peoples Publishing, 1999
- “The Tiger and the Rabbit, a Puerto Rican Folktale” Children’s Press, 1998
- Assorted Colors of Construction Paper
- Craft sticks
- Cardboard

- Scissors
- Glue
- Pencils
- Assorted Markers

Procedures/Activities:

- Introduce books and discuss what is a folktale.
- Ask students to tell folktales or legends they know.
- Read stories aloud.
- Have students select and draw a character from the stories on construction paper. Create a stick puppet by gluing construction paper on cardboard – color the figures and cut them out- glue figures on craft sticks.

Assessment:

- Children will retell the story by staging a puppet show.

1.3 THE HISPANIC FAMILY: FIESTA FOODS

Grade: First

Topic: Families Near and Far Away

Objective:

- To create awareness of the “Columbian Exchange”.

Time Frame: Three days

Areas of Infusion: Social Studies, Language Arts, Science, and Visual Arts

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS
3.1, 3.2, 3.5, 3.10, 3.11	SS.A.1, SS.A.3, LA.A.1, LA.A.2, SC.A.1, VA.A.1, SC.A.1	SS.A.1.1.1, SS.A. 1.1.2, SS.A.1.1.3 SS.A.3.1.3, LA.A.1.1.2, LA.A.2.1.3 SC.A.1.1.3, VA.A.1.1.1

Grade Level Expectations:

Social Studies:

- Knows ways people in different cultures work, play and move about.
- Understands cultural traditions and contributions of various societies.

Language Arts:

- Knows the main idea of text and supporting details.
- Reads for information to be used in performing a task.

Visual Arts:

- Recognizes that objects in the environment are made of a combination of geometric shapes.

Science:

- Recognizes objects can be grouped according to similarities or differences of their physical characteristics.
- Recognizes the physical properties of ice, water and steam.

Materials:

- “Tortillitas Para Mama” by Griego, Bucks, Gilbert 1995
- Background Information

- Handout #6-“CORN”
- Handout #7-“KINDS OF CORN ACTIVITY SHEET
- Chart tablet
- Package of Corn Tortillas
- 2-3 ears of corn
- Potato masher
- Cereals or other corn products
- Construction Paper
- Markers
- Scissors
- Glue
- Drawing Paper

Procedures/Activities:

- Introduce children to the “Columbian Exchange” (Handout #6).
- Explain that corn – in all its varieties – was first cultivated by Native Americans.
- Explain that the Spaniards learned from the Native Americans how to grow corn, grind it into flour or cornmeal for foods such as tortillas.
- Explain that FIESTA is the Spanish word for holiday and that foods made from corn such as tortillas are part of Mexican fiestas in the United States.
- Introduce Book – Listen to “Tortillitas Para Mama” poem.
- Discuss sequence of words.
- Write the word CORN and list the 5 kinds. Use Handout #7.
- Students will repeat verses after teacher as they repeat the actions of making tortillas with their hands.
- In the Map of the Americas, teacher will point to all the countries where CORN is grown and write the names on the tablet.
- Discuss how corn is part of the diet of families in these countries and in the United States.
- Teacher will help students remove kernels from corn and mash while explaining the process of making tortillas.
- Students will draw a picture about corn.

Assessment:

- Group activity- Divide students in four groups. Each group will bring to class one product of their choice made from corn and tell something about the product.
- Completed “Corn Drawing”.

1.4 THE HISPANIC FAMILY – MEXICO’S GIFT TO THE WORLD

Grade: First

Topic: Families Near and Far Away

Objective:

- To create awareness of the contributions of ancient American societies and the importance of food in Hispanic families traditions.

Time Frame: Two days

Areas of Infusion: Social Studies, Language Arts, Science, Mathematics, Visual Arts

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS
3.1, 3.2, 3.5, 3.6, 3.10, 3.11	SS.A.1, VA.A.1, LA.A.2, SC.A.1, MA.B.1,	SS.A.1.1.2, SS.A. 1.1.3, LA.A.2.1.1, SC.A.1.1.2, MA.B.1.1.1,

Grade Level Expectations:

Social Studies:

- Extends and refines understanding that history tells the story of people and events of other times and places.
- Distinguishes between past and present.

Visual Arts:

- Integrates color, shape, line and texture in visual expression within a work of art.
- Creates paintings that reflect a variety of cultures.

Language Arts:

- Knows the main idea or theme supporting details of a story.

Science:

- Knows the effect of heating and cooling on liquids and solids.

Mathematics:

- Demonstrates an understanding, of capacity by selecting appropriate units of measurement.

Materials:

- “Tortillitas Para Mama” by Griego, Bucks, Gilbert 1995
- Background Information “Celebration of Cultures”
- Handout #4-All About Cocoa
- Handout #8-All About Sugar
- Carmen Lomas Garza paintings “Empanadas” and “Mi Familia”
- Classroom Map
- Travel brochures
- Instant Cocoa
- Sugar
- Water
- Measuring Container
- Markers
- Drawing Paper
- Chart tablet

Procedures/Activities:

- Introduce book and read aloud the Chocolate Rhyme.
- Discuss sequence of words – Print the word Chocolate on tablet.
- Discuss where chocolate comes from – Locate country on the map.
- Discuss food preferences in different families.
- Measure ingredients – Describe what happens when chocolate is mixed with warm water and with cold water (from water cooler) - Describe what happens when sugar is mixed with warm water and cold water – Describe what happens when chocolate and sugar mix.
- Show Carmen Lomas Garza’s paintings from books.
- Draw picture about a family celebration showing favorite foods.

Assessment:

- Students will tell their own stories about their families favorite foods.
- Students will assemble a classroom Poem/Story Books with the students’ work.
- Students will make a chocolate drink – assisted by teacher.

2.1 A HISPANIC FIESTA: CINCO DE MAYO

Grade: Second

Topic: Cultures Near and Far Away – Communities

Objectives:

- To recognize information can be gathered about people, places and events in forms other than written language.
- To understand that in the United States different ethnic and cultural groups celebrate their own traditions as well as national ones.

Time Frame: One week

Areas of Infusion: Social Studies, Language Arts, Mathematics, Visual Arts, Music

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS
3.1, 3.2, 3.4, 3.8, 3.10, 3.11	SS.A.1, SS.A.2, SS.A.3, SS.A.4, SS.B.1, LA.A.1, LA.A.2, MA.D.2, VA.C.1, MU.A.1	SS.A.1.1.1, SS.A. 1.1.2, SS.A.2.1.1, SS.A.3.1.3, SS.A.4.1.2, SS.B.1.1.2, LA.A.1.1.3, LA.A.2.1.1, MA.D.2.1.1, VA.C.1.1.1, MU.A.1.1.1

Grade Level Expectations:

Social Studies:

- Extends and refines understanding that history tells the story of people and events of other times and places.
- Understands significance and historical contributions of historical figures.
- Knows ways selected holidays and ceremonies transmit cultural history and beliefs.
- Extends and refines knowledge about people and events honored in commemorative holidays.
- Knows map legends and directions to read simple maps.

Language Arts:

- Uses resources and references to build upon word meanings.
- Makes connections and inferences based on text and prior knowledge.

Mathematics:

- Understands representation of geometric symbols.

Visual Arts:

- Demonstrates the ability to use sculpture techniques in paper constructions.

Music:

- Sings with others a varied repertoire.

Materials:

- Background Information Celebration of Cultures-Cinco de Mayo
- Handout # 9-Making a Classroom Piñata
- Handout #10-Here is Our Piñata (song)
- Classroom Maps of Florida, Broward County, and the Americas
- Chart tablet
- Scissors
- Balloons
- Cardboard box
- Markers
- Construction paper
- Tissue paper
- String or Twine
- Color stick on dots

Procedures/Activities:

- Discuss what type of activities take place in the communities where students live.
- Develop a list of questions for students to ask their neighbors during interviews to find out what changes in population have taken place in the last 10 years and how are national and community events celebrated.
- On the classroom map place a red dot for each of the communities represented.
- Make a list of those communities with large Hispanic populations.
- Place blue dots on the map for countries represented.
- Create a wall chart that compares these communities – rural, urban, means of earning a living.
- Discuss a piñata and the role it plays in the Mexican and other Hispanic communities.
- Construct a classroom piñata using the instructions.

Assessments:

- Students will finish and display “Classroom Piñata”.
- Students will share personal interviews with the class.

2.2 CELEBRATIONS OF CULTURE: THREE KINGS' DAY

Grade: Second

Topic: Cultures Near and Far Away – Communities

Objectives:

- To understand that in the United States different ethnic and cultural groups celebrate their own traditions as well as national ones.
- Migration from one country to another often results in new challenges for both the immigrant and the receiving country.

Time Frame: One week

Areas of Infusion: Social Studies, Language Arts, Mathematics, Visual Arts

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS
3.1, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10, 3.11	SS.A.1, SS.A.3, LA.A.1, VA.B.1, MA.A.1, VA.A.1	SS.A.1.1.2, SS.A. 3.1.3, LA.A.1.1.1, LA.B.1.1.1, MA.A.1.1.3, VA.C.1.1.4

Grade Level Expectations:

Social Studies:

- Locates and identifies places by using maps.
- Knows ways selected holidays and ceremonies transmit cultural history and beliefs.

Language Arts:

- Uses prior knowledge, illustrations, and text to make predictions.
- Generates ideas before writing on self-selected topics and assigned tasks.

Mathematics:

- Represents real -world applications of whole numbers.

Visual Arts:

- Demonstrates completion of an assigned art activity.

Materials:

- Background Information “Celebrations of Culture: Three Kings’ Day”

- City Map/Chart tablet
- Red and blue stick on dots
- Markers
- Pencils
- Rulers
- Newsprint

Procedures/Activities:

- Prepare KWL chart about Three Kings' Day.
- Discuss different ways and traditions of exchanging gifts.
- List the occasions when students receive gifts.
- Discuss and list famous parades.
- List the streets in the community that could be closed to have a Three Kings' Day Parade.
- Locate streets in the City Map and mark them with red stick on dots.
- List other countries where Three Kings' Day is celebrated.
- List cities in the United States where it is also celebrated – mark with blue dots in map.
- Divide class in groups to decide:
 - the route of the parade
 - how many people will participate
 - how many will bring gifts
 - how many will receive gifts
 - how many floats will take part in the parade
 - what will the floats represent
 - who will wear costumes
 - what types of costumes will be allowed
 - what colors will be appropriate for the parade
 - Make a diagram showing these facts.

Assessment:

- Students will make oral presentations on how their families, exchange gifts according to their customs and cultures.

2.3 THE HISPANIC FAMILY

Grade: Second

Topic: Cultures Near and Far Away – Communities

Objectives:

- To recognize that even in the same historical period lifestyles differ based on economic and social conditions.
- To understand that life in the future will be different from life today due to social changes.

Time Frame: One day

Areas of Infusion: Social Studies, Language Arts, Mathematics, Visual Arts

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS
3.1, 3.2, 3.4, 3.8, 3.10, 3.11	SS.A.1, L.A.A.1, L.A.B.1, M.A.A.1, V.A.A.1	SS.A.1.1.2, SS.A.3.1.3, L.A.A.1.1.1, L.A.B.1.1.1, M.A.A.1.1.3, V.A.C.1.1.4

Grade Level Expectations:

Social Studies:

- Extends and refines understanding that history tells the story of people and events of other times and places.
- Understands ways climate, location and physical surroundings affect the way people live.

Language Arts:

- Understands that the use of multimedia forms can influence how one thinks and feels.

Mathematics:

- Identifies or generates patterns in a list of related numbers based on real life situations.

Music:

- Sings alone or with other a varied repertoire.

Materials:

- Background Information: Hispanic Family-Hispanic Heritage
- Activity Map: Columbus' First Voyage (Map Section)
- "Morning Glory" by Michael Dorris (Hyperion 1992)
- Chart tablet
- Globe
- "The Little Boat" by Jose L. Orozco and "De Colores" Dutton Children's Books, N.Y.

Procedures/Activities:

- Read Background Information and introduce book. Emphasize new vocabulary.
- Divide the class in 2 groups – one representing the Tainos, first Native Americans to meet Columbus – the other will represent the Spanish explorers.
- Make list with 3 columns: one to show what life was like for Morning Glory and her brother; one to show what life was like for the Spaniards – the third to show what life is like in a Hispanic family today.
- Have students trace Columbus' first voyage on the globe and then trace it on the activity sheet.
- Discuss how different communities may organize their activities in different as well as similar ways.
- Design a chart that indicates how many days it took Columbus to reach America and how many days it takes today to travel the same distance.
- Have students research how many days it will take them today to travel from where they live to the island in the Bahamas where Columbus first landed.
- Have students sing the song and count on their fingers to the tune.

Assessment:

- Discussion and completion of charts.

Grades

3 - 5

3.1 SPANISH EXPLORERS: SETTLEMENTS IN THE AMERICAS

Grade: Third

Topic: Famous People, Places and Events

Objectives:

- To understand that civilizations and cultures change by exchanging information with others.
- To recognize that graphic organizers can be used to show chronology and sequence.

Time Frame: One week

Areas of Infusion: Social Studies, Language Arts, Mathematics, Visual Arts

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS
3.1, 3.2, 3.4, 3.7, 3.8, 3.10	SS.A.1, SS.A.2, SS.A.3, LA.A.1, LA.A.2, LA.B.1, MA.A.1, MA.A.3, VA.A.1	SS.A.1.2.1, SS.A.1.2.3, SS.A.2.2.2, SS.A.2.2.3, SS.A.2.2.6, SS.A.3.2.4, LA.A.1.2.1, LA.A.2.2.5, LA.B.1.2.1, MA.A.1.2.1, MA.A.3.2.1, VA.A.1.2.1c

Grade Level Expectations:

Social Studies:

- Understands ways selected individuals, ideas, and decisions influenced historical events.
- Understands selected developments in transportation.
- Reads and interprets a single timeline identifying order of events.
- Knows how trade led to exploration in other regions of the world.
- Knows selected consequences of explorations that occurred during the Age of Discovery.

Language Arts:

- Uses text features to predict content and monitor comprehension.
- Uses a variety of strategies to determine meaning and increase vocabulary.
- Reads and organized information for different purposes.
- Uses a variety of strategies to prepare for writing.

Mathematics:

- Reads, identifies and writes whole numbers through hundred, thousands, and more.

- Explains and demonstrates the addition and subtraction of whole numbers.

Visual Arts:

- Draws upon real life and imagination as sources for subjects and themes in own artwork.

Materials:

- Background Information and “Three Ships for Columbus” by Eva Spencer, 1992
- Wall Map
- Books from Media Center on Christopher Columbus
- Post-it pad
- Sentence strips
- Construction paper
- Markers
- Pencils
- Scissors
- Glue
- Paper
- Stick-on color dots

Procedures/Activities:

- Write the name Christopher Columbus.
- Ask students for any word that comes to mind when they read his/her name (Spain, sailor, etc).
- Write words in post it note and arrange in alphabetical order.
- Read book and show illustrations. Describe the manner of dress of the time.
- Note sequence of events and write on post-it notes.
- Paste on chart table to create a sequential order (timeline).
- Divide class in 5 groups – Each group will create a video-book.
- Fold sentence strips into frames.
- Write and illustrate events of the story on sentence strips.
- Weave strips through construction paper slots.
- Share video book.
- On the Wall Map have students locate Spain and the port of Palos where Columbus began his first voyage.
- Define the word CONTINENT and locate on the map the continents of Europe, North and South America.
- Divide class in 4 groups. Have each group place dots representing the route of each of Columbus’ voyages and the places where they landed and established settlements.

- Students will use the dates of the 4 voyages 1492, 1493, 1498, and 1502 to compute the differences in time and the difference between the years of each voyage. Estimate how many years ago Columbus made each voyage.

Assessment:

- Completion of assignments.

Extensions:

- Students can research information and write a story about the first meeting between a Native American and a Spanish explorer.
- Students may research reasons why Spain was interested in sending explorers and establishing settlements in the Americas. Divide the class in 6 groups and have each select a Spanish explorer and make an oral presentation to the class about his accomplishments.

3.2 PAN AMERICAN GAMES

Grade: Third

Topic: Famous People, Places and Events

Objectives:

- To recognize that geographic areas can be divided into regions based on physical or cultural characteristics.
- To understand communities need citizens who are willing to take an active role in civic affairs.

Time Frame: One week

Areas of Infusion: Social Studies, Language Arts, Visual Arts, Physical Education

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS
3.1, 3.2, 3.3, 3.4, 3.7, 3.8, 3.9, 3.10, 3.11	SS.A.1, SS.B.1, SS.C.2, LA.A.2, LA.B.1, VA.A.1, PE.A.1, PE.C.1	SS.A.1.2.1, SS.B.1.2.3, SS.B.1.2.5, SS.C.2.2.2 LA.A.2.2.1, LA.A.2.2.2, LA.B.1.2.1, PE.A.1.2.4, PE.C.1.2.2, VA.A.1.2.3b,

Grade Level Expectations:

Social Studies:

- Understands ways selected individuals, ideas and decisions influenced historical events.
- Locates and describes the physical and cultural features of major world political regions.
- Understands ways personal and civic responsibility, obeying the law, and respecting the rights of others are important.

Language Arts:

- Understands explicit and implicit ideas and information in third grade or higher texts.
- Identifies author's purpose in a simple text.
- Uses a variety of strategies to prepare for writing.

Visual Arts:

- Creates the illusion of space through the use of overlapping size and placement of objects on page.

Physical Education:

- Understands that games consist of people, boundaries, equipment, purpose and rules which all interrelate during game play.
- Knows how to perform games and/or dances from a variety of cultures.

Materials:

- Resource Section "Pan American Day"
- "Hello Amigos" by T. Brown, Henry Holt & Co.,
- Handout #11-"My Civil Rights" (poem)
- Handout #12-Brief Biography of Simon Bolivar
- Handout #13-Chart of everyday items
- Book from Media Center w/ information about flags
- Wall Map
- Construction paper
- Scissors
- Glue
- Pencils
- Old magazines

Procedures/Activities:

- Introduce concept of Pan American Day and discuss (Resource Section).
- Discuss main goals of Pan American Union.
- Ask students to share their understanding of the word goal.
- Read poem "My Civil Rights".
- Review book "Hello Amigos" – Complete Handout #11
- Read handout about Simon Bolivar – Complete Handout #12
- Write poem on a chart – class to recite poem in unison.
- Students to make list of their favorite sports.
- Write a poem or short story about Pan American Day Games.
- List all the sports that are played during the Games.
- Discuss flags of the countries that participate in the Pan American Games.
- Identify and locate countries on map.
- Draw flags on construction paper, cut and paste.
- Cut out pictures of athletes from old magazines and make a Pan American Day collage incorporating the flags.

Assessments:

- Completion of Collage.
- Sharing short story or poem with class.

Extension:

- Physical Education instructor works with students and organize a mini Pan American Day Games at school.

3.3 PUERTO RICAN PRIDE:EL YUNQUE THE FIRST NATURAL PRESERVE IN THE AMERICAS

Grade: Third

Topic: Famous People, Places And Events

Objectives:

- To understand that scarce resources have to be conserved.
- To recognize that people change their physical environment.
- To recognize that importance of Hispanic contributions to the conservation of natural resources.
- To understand that maps and globes have information that are useful to people.

Time Frame: One week

Areas of Infusion: Social Studies, Language Arts, Science, Music, Visual Arts

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS
3.1, 3.2, 3.3, 3.4, 3.7, 3.10	SS.B.1, LA.B.2, SC.D.1, MU.A.1, VA.B.1	SS.B.2.2.2, SS.B.2.2.3, LA.B.2.2.3, SC.D.1.2.2, SC.D.1.2.3, SC.D.2.2.1, MU.A.1.2.2, VA.B.1.2.1a, V.A.B.1.2.1b

Grade Level Expectations:

Social Studies:

- Understands ways the physical environment supports and constrains human activities throughout the world.
- Understands the ways human activity has affected the physical environment in various places and times throughout the world.
- Uses maps and globes to locate and compare places and their environments.

Language Arts:

- Writes for a variety of occasions, purposes and audience.

Science:

- Knows that approximately 75% of the surface of the Earth is covered by water.
- Understands the stages of the water cycle.

- Knows that reusing, recycling, and reducing the use of natural resources improve and protect the quality of life.

Music:

- Sings songs from various cultures.

Visual Arts:

- Creates art work that conveys meaning through signs and symbols.
- Researches a project that demonstrates a variety of solutions.

Materials:

- Background Information, Hispanic Heritage: Puerto Rican Rain Forest and Puerto Ricans in the U.S.
- Handout #14-A History of Caring for the Land, Caribbean National Rain Forest Chronology
- “Coqui, the Little Frog” song and “De Colores” by Jose Orozco, Dutton Children’s Books
- Books from Media Center about Puerto Rico, rain forests and rain forest animals
- Globe and Wall map
- Chart tablet
- Red and blue stick on dots
- Markers
- Poster board
- Old magazines
- Travel brochures from Puerto Rico

Procedures/Activities:

- Introduce the song “Coquí, the little frog” read verses and sing song.
- Show pictures of frogs from books and magazines - Discuss how the **Coquí** is different.
- Discuss the rain forest and show pictures from books in Media Center and travel brochures.
- Have students place small plastic measuring container outside, both at home and at school to catch and measure rainfall- Record amounts - compare to 80 inches a year in the rain forest.
- Locate Puerto Rico on the map - place a dot in the area where the Rain Forest “El Yunque” is located.
- Research and discuss what animals are found in “El Yunque” and why they are important to the world.
- Make a list of these animals. Each student will select one and write a short story about it.

- Discuss importance of a Natural Reserve. Discuss the establishment by the King of Spain of first natural reserve in the Americas.
- Research and mark with color dots on the map the areas in the mainland U.S. where the largest number of Puerto Ricans reside.
- Research cultural traditions of Puerto Ricans in Broward County.
- Distribute art supplies - Have students make a poster about the Puerto Rican Rain Forest, its animals and how to save them.

Assessment:

- Completion of posters and class presentation.

Extensions:

- Rain forests are located near the Equator in different parts of the world. Write a story about a trip taken to a rain forest on a rainy day.
- Ask a representative from the Office of the Governor of Puerto Rico in South Florida to come and speak to the students about, Puerto Rico and particularly "El Yunque".
- Research and report on the status of Puerto Ricans in the U.S.

3.4 CELEBRATIONS OF CULTURE: LA PIÑATA

Grade: Third

Topic: Famous People, Places and Events

Objectives:

- To recognize that all cultures produce art, music, literature and other forms of expression.
- To understand that communities are made up of diverse populations.

Time frame: Two weeks

Areas of Infusion: Social Studies, Language Arts, Mathematics, Visual Arts, Music

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS
3.1, 3.2, 3.3, 3.4, 3.8, 3.10, 3.11	SS.A.2, SS.A.6, LA.A.2, LA.B.2, MA.B.1, VA.A.1, MU.A.1	SS.A.6.2.5, SS.A.2.2.3, LA.B.2.2.5, LA.A.2.2.8, MA.B.1.2.1, MA.B.1.2.2, VA.A.1.2.1a, MU.A.1.2.2

Grade Level Expectations:

Social Studies:

- Knows aspects of family life.
- Knows how various cultures contributed to the unique social, cultural, economic and political features of Florida.

Language Arts:

- Attempts to create a logical organizational pattern appropriate to narrative writing.
- Uses a variety of reference materials to gather information.

Mathematics:

- Knows measurement concepts and right angles.
- Uses schedules and calendars to solve real world problems.

Visual Arts:

- Creates three-dimensional works of art using mixed media.

Music:

- Sings songs from various cultures.

Materials:

- Background Information, HISPANIC HERITAGE CELEBRATION OF CULTURES, "La Piñata" song from "De Colores" by J.L. Orozco, Dutton Children's Books
- Multicultural Calendar from Multicultural Department
- Handout #15-Classroom Calendar Activity Master
- Chart tablet
- Cardboard box, Tissue paper
- Markers, Pencils
- Beads, Strings, Ribbon or yarn
- Candy, Small toys, etc.

Procedures/Activities:

- Review Background Information.
- Introduce song and repeat verses.
- Introduce "Multicultural Calendar" - Point to Latin American cultural holidays.
- Make a list of those that are also celebrated in the U.S.
- Make a classroom calendar.
- Students will fill in the month, the dates of special events. Select a date to have a Piñata holiday.
- Write a paragraph describing the plans for the selected date.
- Distribute art supplies.
- Students will cover and decorate the box with different colors and materials. Punch small holes through the bottom of the piñata and put string or ribbons or yarn through it, secure each with a knot.
- Close the box and fill with candy and other "goodies".
- Hang the piñata in classroom or outside.
- Students will form a circle around it and each will hold a string or ribbon. At the count of 3 students will pull and bottom will break releasing contents. Students will share.

Assessment:

- Completion of calendar - Celebration of Piñata holiday.

Extension:

- Using a Venn Diagram have students compare and contrast selected dates of cultural holidays of the Hispanic cultures and those pertinent to other cultures (identify).

**4.1 THE PEOPLE OF LA FLORIDA, NATIVE AMERICANS AND SPANISH
EXPLORERS: THE GREAT EXCHANGE**

Grade: Fourth

Topic: My State – Florida

Objectives:

- To understand that Florida’s cultural characteristics have changed over time.
- To recognize that Florida’s government has changed over time.
- To understand that history can be told by focusing on major events and people.
- To recognize that Florida played a significant role in the European exploration and colonization of North America.

Time Frame: One Week

Areas of Infusion: Social Studies, Language Arts, and Mathematics

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS
3.1, 3.2, 3.3, 3.4, 3.5, 3.8, 3.10	SS.A.1, SS.A.2, LA.A.1, LA.A.2, LA.B.2, MA.A.4, MA.B.1	SS.A.1.2.2, SS.A.2.2.3, LA.A.1.2.2, LA.A.2.2.1, LA.B.2.2.3, MA.A.4.2.1, MA.B.1.2.1, MA.B.2.2.1

Grade Level Expectations:

Social Studies:

- Knows selected consequences of explorations during the Age of Discovery.
- Knows people and events related to early exploration of Florida.
- Knows aspects of family life.
- Knows that various cultures contributed to the unique social, cultural, economic, and political features of Florida.

Language Arts:

- Extends previously learned knowledge and skills of the third grade with increasingly complex reading selections and assignments and tasks.
- Understands implicit and explicit ideas and information in fourth grade or higher texts.
- Writes for a variety of occasions, audiences, and purposes.

Mathematics:

- Chooses, describes, and explains estimation strategies used to determine the reasonableness of solutions to real-world problems.
- Devises nonstandard indirect ways to compare lengths.

Materials:

- U.S. News and World Report (6 page pullout)
- Handout #8-All About Sugar
- Handout # 16-Sugar Flow Chart
- Handout #17-What Came From Where
- Art to Zoo - Smithsonian Institution Oct. 1991(pull out/special section)
- Chart tablet
- Markers
- Paper
- Pencils
- Worksheet
- One stalk of corn
- One stalk of sugar cane from market
- Wall map of the Americas

Procedures/Activities:

- Introduce U.S. News and World Report (pull out).
- Read and review.
- Divide the class in 4 groups.
- Two groups will research the foods the Native Americans ate at the time the Spanish explorers arrived.
- Two groups will research the foods the Spanish brought with them.
- Prepare "What Came From Where" chart – 2 columns. 1) Found in America 2) Brought from Europe.
- Make a list of foods resulting from the Great Exchange that are eaten in Florida today.
- Divide the class in two groups: SUGAR and CORN.
- Explain what is a flow chart.
- Prepare two flow charts. 1) How Sugar is Manufactured, and 2) Types of Corn and Its Use.
- Have students measure the corn and the sugarcane in metric and English measurements, record and compare.
- On the wall map have students identify the area that was known as the Spanish colony of La Florida in the 16th and 17th centuries – list states and countries that developed later on from that territory.

Assessment:

- Students will report how the region that is today the state of Florida was originally settled.
- Students will report on the inhabitants of early Florida and how they interacted.

Extension:

- Review “Pre-Hispanic Foods of Mexico” Smithsonian Institution – make a list of those foods listed in this publication that are still eaten today.

4.2 THE ORIGINAL, "LA FLORIDA : EXPLORERS AND MISSIONS"

Grade: Fourth

Topic: My State, Florida

Objectives:

- To understand that exploration and settlement of Florida was influenced by its geography, politics and economics.
- To understand that people gather information from a number of sources when researching a topic.
- To recognize that Florida played a significant role in the European exploration and colonization of North America.

Time Frame: One week

Areas of Infusion: Social Studies, Language Arts, and Visual Arts

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS
3.1, 3.2, 3.3, 3.4, 3.5, 3.8, 3.10	SS.A.6, SS.B.1, L.A.A.2, L.A.B.2	SS.A.6.2.3, SS.A.6.2.6, SS.B.1.2.1, L.A.A.2.2.5, L.A.A.2.2.8, L.A.B.2.2.2

Grade Level Expectations:

Social Studies:

- Knows people and events related to early exploration of Florida.
- Knows significant events in the colonial period of Florida.
- Understands selected aspects of the cultural, social and political features of Native American tribes in the history of Florida.
- Uses maps, globes, charts, graphs and other geographic tools to gather and interpret data and draw conclusions about physical patterns.

Language Arts:

- Understands explicit and implicit ideas and information in fourth grade or higher text.
- Reads and organizes information throughout a single source for a variety of purposes.
- Uses a systematic research process.
- Uses alphabetical and numerical systems.

Visual Arts:

- Can create a functional piece of two-dimensional or three-dimensional artwork.
- Recognizes similar themes throughout history and cultures.
- Can describe how cultural values can influence responses to artwork.

Materials:

- Background Information: Spanish Explorers and “The Florida Handbook” by Morris Allen.
- Handout #18-Creating an Explorer’s Notebook.
- Handout #19-Florida Historical Time line.
- Early Explorers Poster Set, New Frontiers Publishing, 1992.
- Map of Florida’s cities and missions (Map Section)
- Wall map
- Scissors
- Markers
- Glue
- Construction Paper
- Chart tablet
- Red stick-on dots

Strategies/Procedures/Activities:

- Review Background Information “Exploration and Settlement of the North American Territory”.
- Introduce “The Florida Handbook” and Florida Historical Time line.
- Display in classroom “Early Florida Explorers Set”.
- Divide students in five groups and have each group select a Spanish explorer.
- Research selected explorer. Each group to complete a chart showing explorer’s name, date of exploration, location of exploration and contribution.
- Have each group complete a timeline showing major events in Florida’s History during colonial times according to their research.
- Present to the class and have completed the timeline by inserting dates where appropriate from each group’s presentation.
- Each group to complete a personal Explorer’s Note based on the information gathered from researching their selected explorer.
- Review handouts.
- Locate Spanish cities and missions on the map – identify with a red dot.
- Arrange for a speaker from the Historical Museum of Southern Florida in Miami to visit the classroom and make a presentation about this topic.
- Distribute art supplies.

- Have students create a collage representing events discussed in the presentation and write a paragraph to accompany their art work.

Assessment:

- Completion of projects and presentation to class.

Extension:

- Research and arrange an exhibition related to Native Americans in Florida at the time of the arrival of the Spanish explorers. Request assistance from the AH-TAH-THI-KI Seminole Museum in Broward County.
(<http://www.seminoletribe.com/museum/>)

4.3 TIME LINE OF LA FLORIDA'S HISTORY TO 1821:
FOUNDING OF ST. AUGUSTINE

Grade: Fourth

Topic: My State, Florida

Objectives:

- To recognize that Florida's cultural characteristics have changed over time.
- To recognize that Florida's government has changed over time.
- To understand that people gather information from a number of resources when researching a topic.
- To recognize that history can be told by focusing on major events and people.
- To understand that decades are a convenient way of measuring large scale historical events.
- To recognize that the exploration and settlement of Florida was influenced by its geography, politics and economics.

Time Frame: One week

Areas of Infusion: Social Studies, Language Arts

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS
3.1, 3.2, 3.3, 3.4, 3.5, 3.8, 3.10	SS.A.1, SS.A.6, SS.B.1, L.A.A.1, L.A.A.2, L.A.C.1	SS.A.1.2.2, SS.A.6.2.3, SS.B.1.2.1, L.A.A.1.2.2, L.A.A.2.2.1, L.A.A.2.2.5, L.A.A.2.2.8, L.A.C.1.2.5

Grade Level Expectations:

Social Studies:

- Knows different types of primary and secondary sources.
- Knows people and events related to early exploration of Florida.
- Knows significant events in the colonial period of Florida.
- Uses maps, globes, charts, graphs and other geographic tools to gather and draw conclusions about physical patterns.

Language Arts:

- Understands implicit and explicit ideas and information in fourth grade or higher text.
- Reads and organizes information throughout a single source for a variety of purposes.

- Uses a variety of research materials to gather information including multiple representations of information for a research project.
- Writes for a variety of occasions, audiences and purposes.

Materials:

- Background Information: Spanish Explorers and Distinguished Hispanics – Books from Media Center about Ponce de Leon, Pedro Menendez de Aviles and the City of St. Augustine - Travel Brochures about the City of St. Augustine
- Handout #19-Time line of Early Florida
- Handout #20-Comparative Heritage Chart
- Handout #21-Community Map Activity sheets
- Map of Florida (Map Section)
- Map of St. Augustine (Map Section)
- Paper, Pencil
- Chart Tablet

Strategies/Procedures/Activities:

- Read and discuss Background Information.
- Review books about Ponce de León and Menéndez de Avilés.
- Locate St. Augustine on the map of Florida.
- Study the map of St. Augustine, location of buildings, distribution of city streets, names of streets, roads, etc.
- Show students how to create a symbol representing each of these features. Write the words Map Legend on the chart tablet, explain that the group of symbols representing geographical features in a map are called a map legend.
- On the Map Activity Sheet have students use symbols to indicate streets and other important landmarks of St. Augustine.
- Discuss what type of community is St. Augustine.
- Discuss what type of community the students live in (urban, rural, etc.).
- Have students create symbols that represent buildings in their communities and place on the second map activity sheet.
- Students will develop a Community Time Line and compare to the early Florida Time Line.

Assessment:

- Students will write a short story about how St. Augustine developed in its early years and how communities are developed today.

Extension:

- Students will research and identify the U.S. states that were once part of Spanish “La Florida”.

4.4 THE SPANISH-AMERICAN WAR: HISPANICS IN FLORIDA TODAY

Grade: Fourth

Topic: My State, Florida

Objectives:

- To understand how people gather information from a number of sources when researching a topic.
- To understand that history can be told by focusing on major events and people.
- To recognize that Florida played a significant role in the development of the United States at various points in its history.

Time Frame: Two days

Areas of Infusion: Social Studies, Language Arts, Mathematics

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS
3.1, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10	SS.A.1, SS.A.2, SS.A.6, LA.A.1, LA.B.2, MA.B.1	SS.A.1.2.2, SS.A.2.2.4, SS.A.6.2.2, SS.A.6.2.3, LA.A.1.2.3, LA.B.2.2.2, MA.B.1.2.2

Grade Level Expectations:

Social Studies:

- Knows different types of primary and secondary sources.
- Understands reasons that immigrants came to Florida.
- Understands selected aspects of migration and immigration to Florida after the Civil War.
- Understands the emergence throughout history of different laws and systems of government.

Language Arts:

- Uses alphabetical and numerical systems.

Mathematics:

- Solves real world problems involving perimeter, area and volume using concrete materials or graphic models.

Materials:

- Background Information, Spanish American War, Library of Congress narrative
- Hispanics in the United States Today and Hispanics in Florida- Demographics (Resources)
- Chart tablet, Pencil, Ruler
- Color stick-on dots
- Map of Florida
- World Wall Map

Strategies/Procedures/Activities:

- Review Background Information about Hispanic population groups, information on Spanish American War and Resources section.
- Make a chart listing the countries involved in the Spanish American War
- Make a chart listing the cities in Florida that were home to Cuban exiles during the Spanish American War.
- Locate these cities in the map of Florida and mark with red dots.
- Mark with blue dots the countries in the Americas that were affected in some way by the War.
- Using the map scale, measure and record the distance between Puerto Rico and Florida and between Cuba and Florida.
- Mark with yellow dots the capital cities of Cuba and Puerto Rico.
- Mark with green dots all the Florida cities with Spanish names.
- List all the cities identified on the map.
- Divide class in 6 groups. Each will select one of those cities and research and report how and why it has a Spanish name.
- Ask students to identify their place of birth and ethnic background.
- Record this information on chart along with the total number of students from each category.
- Identify how many are of Hispanic origin.
- Point out that Florida has a total population of approximately 15 million people and of this number approximately 2 million are Hispanic.
- Have students research and identify on the map of Florida the areas with largest Hispanic population in the State.

Assessment:

- Completion of charts and research information.

Extensions:

- Have students research other areas of the country with large Hispanic populations and list in corresponding order.
- Have students research the events beginning in 1898 that led to the independence of Cuba. Complete a time line.

5.1 PUERTO RICAN HERITAGE IN THE U.S. – IMPORTANCE
OF THE RAIN FOREST

Grade: Fifth

Topic: My Country’s History – U.S. History and Geography

Objectives:

- To recognize that the United States has gained important information and ideas from other cultures and peoples.
- To understand that U.S. American culture has changed over time.
- To recognize that people move and live in specific places for specific reasons.
- To recognize that citizens have specific rights and responsibilities.

Time Frame: One week

Areas of Infusion: Social Studies, Language Arts, and Science

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS
3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 3.10	SS.A.1, LA.A.1, LA.B.1, SC.B.2, SC.D.2	SS.A.1.2.1, SS.A.1.2.3, SS.A.5.2.7, SS.A.6.2.1, LA.A.1.2.1, LA.B.1.2.1, SC.B.2.2.3, SC.D.2.2.1

Grade Level Expectations:

Social Studies:

- Extends and refines understanding of the effects of individuals, ideas and decisions on historical events.
- Constructs and labels a timeline based on a historical reading.
- Knows selected economic, political and social transformations which have taken place in the United States since World War II.
- Knows contributions of immigrants to Florida’s history including Hispanics.

Language Arts:

- Extends previously learned pre-reading knowledge and skills of the fourth grade with increasingly complex reading texts and assignments and tasks.
- Uses a variety of strategies to prepare for writing.

Science:

- Knows that the limited supply of usable energy sources places great significance on the development of new sources.

- Extends and refines knowledge of ways people can reuse, recycle and reduce the use of resources to improve and protect quality of life.

Materials:

- Background Information on Puerto Rico, The Rain Forest
- Handout #14-"A History of Caring for the Land" from the U.S. Forest Service
- Books from the Media Center about Rain Forests
- Wall Map of the Americas
- "Taino Pre-Columbian People of the Caribbean" Education Kit Museo del Barrio
- Map of Puerto Rico
- Color stick-on dots

Strategies/Procedures/Activities:

- Introduce and discuss all Background Information. Introduce books from the Media Center about Puerto Rico and the Rain Forest.
- Conduct research on "El Yunque", the first natural reserve established in the U.S.
- Have students write a short poem (haiku) about the rain forest.
- Have students develop and write a skit about the problem of deforestation.
- Locate the rain forests of the Americas. Place a blue dot on "El Yunque", the Caribbean National Forest in Puerto Rico. Create a Time Line showing the historical changes in El Yunque since its establishment by the King of Spain in 1876.
- Research and report on the earliest date that people inhabited the area. Who were these people?
- Make a list of the English and Spanish words that come from the Taino's Arawak language.
- Research and report on the importance of "El Yunque" to the United States and the world.
- Research and list the endangered species that live in the rain forest and why are they important.
- Locate on the map of Puerto Rico the eight rivers that flow through "El Yunque". Describe the importance of water provided by the forest to the surrounding communities. Locate these communities on the map.
- Describe the development of the relationship between the U.S. and Puerto Rico since the conclusion of the Spanish American War.
- Research and report on the effect of the Jones Act.
- Research and report on the areas of the United States mainland with large populations of Puerto Ricans. Lists and locates on map of the U.S.

Assessment:

- Completion of research and presentation of reports.

Extension:

- Students will research and prepare a debate on the political status of Puerto Rico. One team of students should advocate for independence, the second for statehood, and a third one for continuing as a commonwealth.

5.2 DISTINGUISHED HISPANICS IN THE UNITED STATES

Grade: Fifth

Topic: My Country's History, U. S. History And Geography

Objectives:

- To recognize that people can look to history for examples of individuals who exhibited positive behaviors in the face of social, political and economic change.
- To understand that American culture has changed over time.
- To recognize that the United States has gained important information and ideas from other cultures and peoples.
- To understand that citizens have specific rights and responsibilities.

Time Frame: Two Days

Areas of Infusion: Social Studies, Language Arts

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS
3.1, 3.2, 3.3, 3.4, 3.5, 3.8, 3.9, 3.10	SS.A.1, SS.A.5, SS.B.1, L.A.A.1, L.A.B.1	SS.A.1.2.1, SS.A.5.2.7, SS.A.5.2.8, SS.B.1.2.2, L.A.A.1.2.1, L.A.B.1.2.3

Grade Level Expectations:

Social Studies:

- Extends and refines understanding of the effects of individuals, ideas and decisions on historical events.
- Knows selected economic political and social transformations which have taken place in the United States since World War II.
- Knows selected political and military aspects of United States foreign relations since World War II.
- Understands contributions of selected men and women including Hispanics.
- Extends and refines the use of maps, globes and charts.

Language Arts:

- Extends previously learned pre-reading knowledge and skills of the fourth grade with increasingly complex reading texts and assignments and tasks.
- Uses creative writing strategies appropriate to the format.

Materials:

- Biographies section-Distinguished Hispanics
- "I'm New Here" by B. Howlett, Houghton, Mifflin
- Wall Map of the World
- Handout #20 Comparative Heritage Chart

Strategies/Procedures / Activities:

- Review Biographies and Resource Section: Hispanics in the U.S. Today.
- Introduce book, "I'm New Here" by B. Howlett, Houghton, Mifflin Company, 1993. Review and discuss.
- Divide class in small groups.
- Each group to select a distinguished Hispanic from Resource Section.
- Students to make a WEB describing what they know about a selected personality.
- Provide opportunities for students to read other materials from the Media Center.
- Locate and identify on the map the country of origin of selected persons.
- List the different immigration groups they represent.
- Locate and identify in the map of the United States the places of entry of these immigrants.
- Discuss customs and traditions of these immigrants.

Assessment:

- Students will restate the significance of the Hispanics they selected as topic for their work.

Extensions:

- Introduce Franklin Chang-Diaz and Ellen Ochoa as two Hispanics who have become astronauts.
- Bring to class articles from magazines/newspapers describing their achievements.
- Select two students to represent the two astronauts and one student as a moderator. Organize a "class town meeting" – Class will ask questions of the two astronauts - moderator to make an oral "recap" of the session at its conclusion.

5.3 CUBAN IMMIGRATION IN FLORIDA

Grade: Fifth

Topic: My Country's History – United States Geography And History

Objectives:

- To recognize that various minorities groups have fought for their rights over the history of the U.S.
- To understand that people help their country in a variety of ways.
- To recognize that people help others in times of need.

Time Frame: Two days

Areas of Infusion: Social Studies, Language Arts, Foreign Language, Math, Science

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS
3.1, 3.2, 3.3, 3.4, 3.8, 3.9, 3.10	SS.A.1, SS.A.6, SS.B.1, MA.E.1, MA.B.3, SC.G.1, FL.C.2	SS.A.1.2.2, SS.A.6.2.1, SS.B.1.2.1, MA.E.1.2.1, MA.B.3.2.1, SC.G.1.2.2, FL.C.2.2.2

Grade Level Expectations:

Social Studies:

- Compares and contrasts primary and secondary accounts of selected historical events.
- Understands reason immigrants come to Florida and the U.S.
- Extends and refines use of maps, globes, charts and other geographic tools to gather information and interpret data to draw conclusions.

Math:

- Knows which type of graphs is appropriate for different kinds of data.
- Knows how to estimate area.

Science:

- Understands how changes in the environment affect organisms.

Foreign Language:

- Accesses information from a skit or play in the target language that is only available in the target culture.

Materials:

- Background Information on the Hispanic Family and Hispanic Heritage
- “Children of Flight, Pedro Pan” by Maria Armengol Acierno, Silver Moon Press
- Chart Tablet
- World map
- Stick on dots
- Pencil
- Paper
- Compass
- Ruler

Strategies/Procedures/Activities:

- Discuss Background Information.
- Introduce Book - look up in the dictionary the meaning of “Immigrant” and “Emigrant”.
- Students to make a list of immigrants they know.
- Find the Spanish words printed in *ITALIC* in the story – make a list and find their English meaning in the dictionary.
- Students to make a list of things to take when going on a trip to a place where they will stay for an indefinite amount of time.
- Write a paragraph about Operation Pedro Pan – why was it given this name.
- Write a short essay about the things María and José had to get accustomed to in their new land.
- Make a list of the largest groups of immigrants in Florida today.
- Research and identify on the map the countries where the largest groups of immigrants have come from to the United States during the 20th century – Mark with color dots the largest groups and countries of origin.
- Make a list.
- Divide the class in 5 groups. Each will research and report on one Hispanic immigrant group.
- Make a pie chart reflecting results.
- Measure and record in chart the distance from the U.S. to 5 of the countries where immigrants have come from.
- Write a short report as to why Cubans do not want to live under a Communist government and why its proximity to the U.S. has made Florida the home of millions of Cuban exiles.
- Research and report on the migratory patterns of birds in the Americas.

Assessment:

- Completion of assignments and presentation of oral reports.

Extensions:

- Invite Hispanic parents who immigrated recently to the US to share their story with the class.
- Invite a Cuban immigrant who was part of Operation Pedro Pan to speak to the class.
- Provide opportunities for students to research and report on the different periods of Hispanic immigration to the United States. Develop chart showing different reasons for immigration and compare with reasons from visiting guests. Write essay comparing cultural aspects of one family from the United States and one immigrant family.

5.4 HISPANIC CONTRIBUTIONS, THE PANAMA CANAL

Grade: Fifth

Topic: My Country's History – U. S. History And Geography

Objective:

- To understand that countries cooperate with each other to reach mutually important goals.

Time Frame: One week

Areas of Infusion: Social Studies, Language Arts, Science, and Visual Arts

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS
3.1, 3.2, 3.3, 3.4, 3.5, 3.8, 3.10	SS.B.2, SS.B.1, LA.B.2, SC.H.1, SC.H.3, VA.B.1	SS.B.2.2.3, SS.B.1.2.1, LA.B.2.2.5, SC.H.1.2.4, SC.H.3.2.1, VA.B.1.2.4a

Grade Level Expectations:

Social Studies:

- Understands ways human activity has affected the physical environment in various places and times.
- Extends and refines the use of maps, charts, globes.

Language Arts:

- Creates a clear sense of story completeness.

Science:

- Understands an experiment must be repeated many times and yield consistent results before the results are accepted.
- Knows areas in which technology has improved human lives.

Visual Arts:

- Researches and studies other cultures methods of communicating about life. The student is able to select and use his/her own symbolic means for communicating real life experiences.

Materials:

- Background Information on Hispanic Heritage
- Resources: The Panama Canal
- Handout #22-“Story of Murals” Panama Canal Commission
- World Wall Map
- Chart tablet
- Markers
- Drawing paper
- Pencils

Strategies/Procedures/Activities:

- Discuss Background Information and Resources Section: The Panama Canal.
- Make a KWL chart about the Panama Canal.
- Write a short essay about the construction of the Panama Canal.
- Research and report on the Treaty between the U.S. and Panama.
- Research and report on the two cities at each entrance to the Canal, the Panama Canal Zone and the languages spoken in the area.
- Trace the route that ships had to follow from Europe to Asia and back before the construction of the Canal.
- Mark with dots.
- Trace the route of a ship going from Chile, South America to Boston, Massachusetts via the Panama Canal. Mark with dots.
- Identify and mark the countries this ship will go by during its journey.
- Research and report on the changing water levels at the Canal.
- Discuss the work of Dr. Carlos J. Finlay and his role in the cure of Yellow Fever during the construction of the Canal.(Biographies Section)
- Read and discuss the story of the murals. Create a class mural that represents the story of the Panama Canal and its importance to the U.S.

Assessment:

- Completion of mural.

Grades

6 - 8

6.1 THE LEADERS OF THE AGE OF EXPLORATION

Grade: Sixth

Topic: Cultural Awareness – Encounter of Two Worlds

Objective:

- To understand the contributions of individuals during the Age of Exploration

Time Frame: Two days

Areas of Infusion: Social Studies, Language Arts

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS
3.1, 3.2, 3.3, 3.7, 3.8, 3.10	SS.A.3, SS.A.4, L.A.A.1, L.A.B.1, L.A.B.2	L.A.A.1.3.1, L.A.A.1.3.2, L.A.B.2.3.1, L.A.B.1.3.3, SS.A.3.3.2, SS.A.4.3.1

Grade Level Expectations:

Social Studies:

- Understands selected historical events that shaped the development of selected cultures.
- Understands factors involved in the development of cities and industries.

Language Arts:

- Reads and predicts from graphic organization.
- Uses creative writing strategies appropriate to the format.
- Writes notes that reflect comprehension of sixth grade level or higher content.

Materials:

- Handout #23-Leaders of the Age of Exploration
- Newsprint roll
- Colored markers
- Masking tape

Strategies/Procedures/Activities:

- Read and discuss the lives of the Leaders of the Age of Exploration provided with text.

- Divide the class into four groups, assign one leader to each group:
Prince Henry the Navigator
Queen Isabel of Castille
Christopher Columbus
Bartolomé de Las Casas (add extra if you need 5th group)
- Each group will create a time line (on long paper) that organizes the private life and public careers of each leader.
- Designate one wall in classroom and display time lines, one above the other, to show the parallel lives of the leaders.
- Each group will make an oral presentation of its time line to the class.

Assessment:

- Collaboration and group work; accuracy of time line presentation to class.

Extension:

- Students will create a PMI (Plus, Minus, Interest) based on Queen Isabel's decision to fund Columbus' expedition. Then create a PMI about space exploration today – compare.

6.2 IMPACT OF COLUMBUS' ARRIVAL AND OF THE SPANISH EXPLORATIONS

Grade: Sixth

Topic: Cultural Awareness – Encounter of Two Worlds

Objective:

- To understand how to measure distance on a map and identify absolute location using longitude and latitude.

Time Frame: One class period

Areas of Infusion: Social Studies, Language Arts, Mathematics

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS
3.1, 3.2, 3.3, 3.4, 3.6, 3.8, 3.10	SS.A.1, SS.B.1, SS.B.2, MA.A.2, MA.B.1, MA.B.2	SS.A.3.3.2, SS.A.4.3.1, L.A.A.1.3.1, L.A.A.1.3.2, L.A.B.2.3.1, L.A.B.1.3.3

Grade Level Expectations:

Social Studies:

- Understands chronology knows various map forms.
- Understands ways judgements of culture characteristics influence perception of places and regions.

Language Arts:

- Writes for a variety of occasions, audiences and purposes.

Mathematics:

- Expresses numbers greater than the scientific notation.
- Uses concrete and graphic models to create formulas to find area and perimeter.
- Measures length, weight or mass and capacity using customary or metric units.

Materials:

- Background Information
- Handout #24 The Log of Christopher Columbus
- Handout #25 The Spanish Exploration of North America
- Handout #26 The European Exploration of the Americas

- Pre-Columbian People of the Caribbean, Museo del Barrio Education Kit
- Poster boards
- Crayon
- Wall map

Critical Thinking Question:

- How did the arrival of the Spanish change the Taíno's way of life?

Strategies/Procedures/Activities:

- Review Background Information. Follow with discussion period with opportunity for clarification and analysis.
- Divide students into groups:
 - One will trace Columbus' voyage of 1492 from Palos, Spain, to the Caribbean and back to Spain. Students will create an accurate legend for public display to indicate latitude as well as the distance covered in kilometers. Select other explores and repeat activity.
 - The other group will research the Taíno, compare the ships used by Columbus with the Taíno canoes. Create a Venn Diagram.

Assessment:

- Group participation, discussion content, and appearance of product.
- Display maps in bulletin board in library. (Library staff could select winning maps for awards and special recognition.)

Extension:

- Role-play: Each student to select a Spanish explorer to represent. Write a short essay explaining the route of exploration, arrival at location, and action taken. Follow with oral reports.

6.3 SPANISH – INDIAN RELATIONS

Grade: Sixth

Topic: Cultural Awareness: Encounter of Two Worlds

Objective:

- To explain the significance of Spanish-Indian relations in the borderlands of the United States (1513-1821).

Time Frame: Two Periods

Areas of Infusion: Social Studies, Language Arts

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS
3.1, 3.2, 3.3, 3.4, 3.8, 3.10	SS.A.1, SS.A.2, L.A.A.2, L.A.B.1	SS.A.1.3.3, SS.A.2.3.2, SS.A.2.3.6, L.A.A.2.3.7, L.A.B.1.3.3

Grade Level Expectations:

Social Studies:

- Understand U.S. History to 1880.
- Knows major events that shaped development of major cultures.
- Knows ways major historical developments have influenced selected groups over time.

Language Arts:

- Synthesizes collected information using a matrix or other graphic organizer.
- Uses creative writing strategies appropriate to the format,

Materials:

- Handout #27-Spanish-Indian Relations in the Borderlands of the United States, 1513-1821
- Background Information
- Overhead projector, maps, poster board, markers, glue, scissors, ruler, etc.

Strategies/Procedures/Activities:

- Teacher will divide students into two groups:
One group to develop a Fact Card on each important Spanish person during the Black Legend period in Spanish America.

The second group to write an essay from the point of view of Spain's enemies detailing reasons for emphasizing the Black Legend.

- Students will be given the handouts.
- Students will read the accounts outlining Spanish-Indian relations.

Critical Thinking:

- What impact did priests such as Bartolomé de las Casas and Antonio de Montesinos have in changing the Spanish policy towards the Indians?

Assessment:

- Working in groups, students will demonstrate an understanding of the Black Legend in a debate format.

6.4 THE MISSIONS IN THE AMERICAS

Grade: Sixth

Topic: Cultural Awareness - Encounter of Two Worlds

Objective:

- To explain the significant role of Spanish missions in the history of the Americas, particularly in U.S. History.

Time Frame: Three days

Areas of Infusion: Social Studies, Language Arts

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS
3.1, 3.2, 3.3, 3.4, 3.6, 3.7, 3.8, 3.10	SS.A.2, SS.A.4, LA.B.2	SS.A.2.3.1, SS.A.2.3.6, SS.A.4.3.1, SS.A.4.3.3, LA.B.2.3.1, LA.B.2.3.2

Grade Level Expectations:

Social Studies:

- Knows major events that shaped the development of various cultures.
- Understands ways language, ideas, and institutions of one culture can influence other cultures.
- Knows factors involved in the development of cities.

Language Arts:

- Logically sequences information using alphabetical, chronological, and numerical systems.
- Writes notes, outlines and observations that reflect comprehension of sixth grade level or higher from a variety of media.

Materials:

- Book: Martyrs of Florida by Father Luis Jerónimo de Ore
- Background Information
- Handout #28-The Missions
- Overhead projector, maps

Strategies/Procedures/Activities:

- Divide students into groups of four to six.
- Each group will research the Missions in a pre-assigned region of the U.S. and write a report with pertinent information.
- Students must also create a time line of Spanish mission establishments.

Assessment:

- Handout #29-Assessment Exercise.
- The students will create a 20-30 question quiz on the materials they have researched and learned. Mastery will be at 80%.
- Students will write a short essay indicating why the missions were important.

6.5 SAINT AUGUSTINE SCHOOL 1787

Grade: Sixth

Topic: Exploration and Settlement of "La Florida"

Objective:

- To organize and display data concerning population of Saint Augustine, 1786-1787.

Time Frame: One class period

Areas of Infusion: Social Studies, Language Arts, Mathematics

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS
3.1, 3.2, 3.3, 3.4, 3.8, 3.10	SS.A.1, L.A.A.1, MA.E.1	SS.A.1.3.1, SS.A.1.3.2, L.A.A.1.3.1, L.A.A.1.3.2, MA.E.1.3.1, MA.E.1.3.2

Grade Level Expectations:

Social Studies:

- Understands historical events are subject to interpretation.
- Understands chronology.
- Interprets data from charts, tables, and graphs.

Language Arts:

- Reads and predicts from graphic representations.
- Uses graphic organizer and note making to clarify meaning and illustrate organizational patterns of text.

Mathematics:

- Generates and collects data for analysis.
- Organize items in a set of data.

Materials:

- Handout #30-St. Augustine School of 1787
- Paper
- Pencils
- Rulers

Strategies/Procedures/Activities:

- Class will read and discuss information about Saint Augustine.
- Students will determine which type of graph will be constructed to display population information.
- Students will organize data, into four categories:
 - Foreigners
 - Mayorcans
 - Spaniards
 - Slaves
- Students will compute percent of the four aforementioned groups as parts of the total population.
- Students will use organized data to construct a graph.
- Class will discuss, compare, and contrast school and home school: i.e. age group, boy to girl ratio, teachers salaries, and teacher to students ratio.

Assessment:

- Teacher evaluation of graph.

6.6 TIMELINE OF MAJOR EVENTS IN SPANISH COLONIZATION IN THE AMERICAS 1493-1784

Grade: Sixth

Topic: Cultural Awareness – Encounter of Two Worlds

Objective:

- To understand the extent of the impact of Spanish Exploration and Colonization.

Time Frame: Two class periods

Areas of Infusion: Social Studies, Language Arts, Visual Arts

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS
3.1, 3.2, 3.4, 3.7, 3.10	SS.A.2, LA.A.1, VA.D.1	SS.A.2.3.2, LA.A.1.3.2, VA.D.1.2.2.b

Grade Level Expectations:

Social Studies:

- Knows ways major historical developments have influenced selected groups over time.

Language Arts:

- Uses graphic organizers to illustrate organizational patterns of text.

Visual Arts:

- Develops methods for presentation or display of own artwork.

Materials:

- Background Information
- Handout #31 Time line
- Paper, pencil, markers, construction paper, glue, scissors

Strategies/Procedures/Activities:

- Review Background Information.
- Assign each student a decade from the selected period in the time line.
- Distribute art supplies.

- Each student will create a multimedia presentation from the assigned dates, identify:
 - Locations
 - Events
 - Individuals, etc.

Assessment:

- Each student will present project to the class.

**6.7 IMPORTANT LEADERS IN THE INDEPENDENCE MOVEMENT
OF SPANISH AMERICA**

Grade: Sixth

Topic: Cultural Awareness – Encounter of Two Worlds

Objective:

- To learn about characteristics of leadership.
- To understand the impact of the independence movement of Spanish America.

Time Frame: Five class periods

Areas of Infusion: Social Studies, Language Arts

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS
3.1, 3.2, 3.4, 3.7, 3.8, 3.10	SS.B.2, LA.B.1	SS.B.3.2.2, LA.B.1.3.1, LA.B.1.3.2

Grade Level Expectations:

Social Studies:

- Knows ways physical and human characteristics of selected regions have changed over time.

Language Arts:

- Knows possible pre-writing strategies for different writing tasks.
- Focuses on central idea or topic.

Materials:

- Handout #32 Biographies of Spanish American independence leaders
- Paper
- Pencils

Strategies/Procedures/Activities:

- Discuss Background Information and Biographies.
- Divide class in four groups.
- Each group to select an important leader in the Independence Movement of Spanish America.

- Each group to report on the characteristics and actions of selected individuals.
- Make list. Compare in Venn Diagram.
- On the wall map locate the region where each leader was from.

Assessment:

- Completion of project.

7.1 THE CONQUEST OF FLORIDA BY PEDRO MENDÉZ DE AVILÉS AND THE FOUNDING OF ST. AUGUSTINE

Grade: Seventh

Topic: Exploration and Settlement of Florida

Objective:

- To understand the conquest of Florida and the geographical importance of this area for strategic defense and economic development.

Time Frame: One week

Areas of Infusion: Social Studies, Language Arts, Foreign Language

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS
3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.10	SS.B.1, SS.D.1, LA.B.1, LA.D.2, FL.A.3, FL.B.1	SS.B.1.3.1, SS.B.1.3.4, SS.D.1.3.1, LA.B.1.3.1, LA.B.1.3.2, LA.D.2.3.1, FL.A.3.3.2, FL.B.1.3.4

Grade Level Expectations:

Social Studies:

- Extends and refines the use of maps.
- Extends and refines understanding of ways of judgements about how cultural characteristics influence perception of places and regions.

Language Arts:

- Focuses on cultural idea or topic.
- Uses language appropriate to purpose and audience.

Foreign Language:

- Identifies and discusses various aspects of target culture.

Materials:

- Handout #33-First Spanish Period
- Handout #34-The Castillo de San Marcos
- Handout #35-Saint Augustine School
- Paper
- Pencil
- Journal

- Map of the Americas, Map of Florida, Rules of Journal Writing (grammar book).
- Background Information, brochure of Castillo de San Marcos from St. Augustine Tourist Council, St. Augustine, Florida

Strategies/Procedures/Activities:

- Using the map of the Americas and the map of Florida as references, discuss the impact of the extensive coastline and flatlands of Florida in its settlement and subsequent development.
- Discuss the construction and location of the Castillo de San Marcos.
- Discuss the role of the Castillo de San Marcos in maintaining Spanish control of Florida until 1821.
- Review vocabulary.
- Discuss the rationale of the British attacks on Spanish possessions in the Americas.
- Looking at the map of Florida discuss other possible locations for the Castillo.
- Divide the class into pairs.
- Ask students to imagine they are residents of St. Augustine in 1702 and are keeping a journal about life in the Castillo de San Marcos.
- In Foreign Language class, use target language for "Keeping the journal".
- Review handouts.
- Locate St. Augustine and the Castillo de San Marcos on the map of Florida.
- Review the Rules of Journal Writing.

Assessment:

- Completed journal entries and class presentation.

7.2 FIRST SPANISH PERIOD IN FLORIDA

Grade: Seventh

Topic: Exploration and Settlement of La Florida

Objectives:

- To understand the geographical importance of Florida and the hardships of the first settlers.
- To learn and write poetic form.
- To illustrate text.

Time Frame: Two class periods

Areas of Infusion: Social Studies, Language Arts, Visual Arts

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS
3.1, 3.2, 3.3, 3.4, 3.6, 3.7, 3.10	SS.A.2, SS.B.1, SS.B.2, LA.B.1, LA.B.2, LA.E.1, LA.E.2, VA.D.1	SS.A.1.3.1, SS.A.2.3.4, SS.B.1.3.1, SS.B.2.3.1, SS.B.2.3.3, LA.B.1.3.1, LA.B.1.3.3, LA.B.2.3.2, LA.E.1.3.4, LA.E.2.3.5, VA.D.1.3.2

Grade Level Expectations:

Social Studies:

- Extends and refines understanding that historical events are subject to interpretation.
- Extends and refines use of map forms.
- Refines understanding of ways various cultures use similar environments.

Language Arts:

- Knows possible prewriting strategies for different writing tasks.
- Logically sequences information using alphabetical and chronological terms.
- Understands the ways line length, punctuation and rhythm contribute to the overall effect of a poem.
- Know different literary approaches that are used in the study of literature.

Visual Arts:

- Uses refinement and control in handling tools and materials in a responsible manner.
- Demonstrates proper treatment of finished artwork.

Materials:

- Handout #33-First Spanish Period
- Handout #36-El Rancho La Chúa
- Handout #37-The Missions of La Florida
- Handout #38-Short Poems
- Stick-on color dots
- Journal
- Paper
- Pen
- Markers
- Classroom map of the Americas and map of Florida

Strategies/Procedures/Activities:

- Divide the class in two groups.
- One group will represent settlers of St. Augustine, the other Pensacola.
- On the map of Florida have students locate the two cities as well as other settlements in Spanish Florida.
- Have each group describe a particularly difficult time they experienced as settlers of their city.
- Students will write a short poem about the experience.
- Students will draw a map of Florida and include an illustration of the poem within the boundaries of the map.
- Read and discuss handouts.
- Discuss the routes of exploration followed by Cortés, Menéndez de Avilés and de Soto.
- Review the settlements established by the Spanish in Florida.
- Research a series of short poems at the Media Center: Haiku, Cinquain, Tanka.

Assessment:

- Presentation of completed project.

Extension:

- On the map of Florida, indicate the different industries that flourished in the state.

7.3 THE ROLE OF SPAIN AND SPANISH AMERICA
IN THE AMERICAN REVOLUTION

Grade: Seventh

Topic: Cultural Awareness – Encounter of Two Worlds

Objective:

- To understand the territorial importance of the 13 colonies and the role played by Spain and Spanish territories in their independence.

Time Frame: Two class periods

Areas of Infusion: Social Studies, Language Arts

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS
3.2, 3.3, 3.5, 3.7, 3.8, 3.10	SS.B.1, LA.B.2	SS.B.2.3.5, LA.B.2.3.3

Grade Level Expectations:

Social Studies:

- Extends and refines understanding of the various geographic factors that may divide or unite a country.

Language Arts:

- Selects and uses a format of writing which addresses the audience, purpose, and occasion.

Materials:

- Handout #39-Hispanics in the American Revolution
- Background Information
- Wall map of the Americas
- Color stick on dots

Strategies/Procedures/Activities:

- Point on the map and discuss territories in North America and the European powers that controlled this. Mark with stick on dots.

- Have students draw a map of the Louisiana territory, Florida and Cuba. Locate the cities of New Orleans, St. Louis, Pensacola, and Havana (absolute location).
- Ask students to trace the movement of Gálvez' army from Havana to Pensacola.
- Ask students to write a letter to the King of Spain asking him to assist the patriots. Share with class.

Assessment:

- Presentation of completed maps and letters.

Extension:

- Role-play: As Bernardo de Gálvez draw up a battle plan along the Mississippi River up to St. Joseph to fight the British.

7.4 EXPLORATIONS AND MAPS IN LATE 18TH CENTURY

Grade: Seventh

Topic: Exploration and Settlement of the Southwest

Objectives:

- To practice map skills.
- To create legend to support map.

Time Frame: Two – Five days

Areas of Infusion: Social Studies, Language Arts

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS
3.1, 3.4, 3.5, 3.8, 3.10	SS.B.1, L.A.A.2	SS.B.1.3.1, SS.B.1.3.6

Grade Level Expectations:

Social Studies:

- Extends and refines use of various map forms and other geographic representations to acquire, process, and report geographic information.
- Knows ways selected regions are interconnected and interdependent.

Language Arts:

- Evaluates and uses information from a variety of sources including primary sources.

Materials:

- Background Information – New Mexico, Texas
- Handout #40-Rediscovery and Settlement of Nuevo México
- Handout #41-Settlement of Arizona
- Handout #42-Across the Rio Grande
- Wall map
- Poster board
- Construction paper
- Colored markers
- Rulers
- Pins
- Glue

Strategies/Procedures/Activities:

- Present historical maps of 18th century (1760-1800) Southwest, Texas, California.
- Give students historical background and allow discussion to provide students with the opportunity of clarification and analysis.
- Divide the class into five groups corresponding to the five areas of exploration (Arizona, New Mexico, Texas) and ask students to construct a map of each area showing its boundaries, labeling cities and settlements with dates and principal geographic features such as rivers, mountains, etc.
- Have groups prepare presentation to explain the maps and the advantages of settling those territories.
- Create a legend to accompany the map. Be sure to indicate latitude and longitude.

Assessment:

- Collaborative work/group participation
- Content of project/poster display
- Oral presentation
- Written: legend explaining the map

Extension:

- Construct a time line showing the progression of the explorations and settlement of these new territories by Spain.

7.5 HISPANIC ENTERTAINERS IN THE UNITED STATES
(CREATE A BOOK JACKET)

Grade: Seventh

Topic: Latino Music and Dance in the United States

Objectives:

- To understand biography form.
- To appreciate contributions of Hispanic entertainers.
- To understand the influence of dance and music from Latin America and Spain in the United States.

Time Frame: Two days

Areas of Infusion: Social Studies, Language Arts, Visual Arts

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS
3.1, 3.4, 3.5, 3.8, 3.10	SS.A.1, LA.B.1, LA.B.2, VA.B.1, VA.C.1	SS.A.1.3.2, LA.B.1.3.3, LA.B.2.3.2, VA.B.1.3.4, VA.C.1.3.1

Grade Level Expectations:

Social Studies:

- Understands historical chronology and historical perspective.
- Knows relative value of primary and secondary sources.

Language Arts:

- Uses creative writing strategies appropriate to the format.
- Logically sequences information.

Visual Arts:

- Knows and uses interrelated elements of art and principles of design to improve the communication of ideas.
- Understands and uses information from historical and cultural themes, trends, and artists.

Materials:

- Background Information
- Reverse side of book covers/ 11"x17"

- Construction paper
- Markers
- Crayons
- Scotch tape
- Word processor

Strategies/Procedures/Activities:

- Allow students to work individually or in pairs.
 - Discuss Background Information and Biographies Section.
 - Students select a Hispanic entertainer to research.
 - Directions: You are designing a book jacket for a biography of the entertainer.
1. Fold your construction paper or the reverse side of a book cover to create a book jacket.
 2. Create a front cover with title, art work, and author's name. (The author is the student).
 3. Write a brief biography of the entertainer for the front inside flap. This must be typed or word processed on a narrow strip of paper and taped into place. It may continue to the back inside flap.
 4. Create a brief biography of yourself as author or co-authors for the back inside flap or for the back of cover. This information is also typed and taped/glued into place.
 5. Put title and author (yourself) on the binding.
 6. Display book jackets around room or in media center if possible.

Assessment:

- Content of information on book jacket, design of book jacket.

7.6 HISPANICS IN THE UNITED STATES TODAY

Grade: Seventh

Topic: Hispanics in the United States Today

Objective:

- To understand the distribution of the Hispanic population in the United States.

Time Frame: One to four class periods

Areas of Infusion: Social Studies, Mathematics

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS
3.1, 3.3, 3.8, 3.10	SS.B.2, SS.D.2, MA.A.3	SS.B.2.3.3, SS.D.2.3.1, MA.A.3.3.2

Grade Level Expectations:

Social Studies:

- Understands that cultures differ in their use of similar environments and resources.
- Extends and refines understanding of basic economic systems commonly found in selected regions.

Mathematics:

- Knows the appropriate operations to solve real world problems.

Materials:

- Handout #43-Hispanics in the United States Today
- Handout #44-Latinos by Ethnic Groups
- Handout #45-Statistical Information on Hispanic Businesses
- Color-stick on dots
- Wall map of North America
- Paper
- Pencils

Strategies/Procedures/Activities:

- Using Handout #43 have students locate on the map the states with the largest Hispanic population – list in sequential order.

- Mark with color dots the areas that correspond to those settled by Spain.
- Working in pairs, have students create graphs showing the number of Hispanic businesses and their location in relation to the Hispanic population.

Assessment:

- Complete graphs.

8.1 CONQUEST OF FLORIDA BY PEDRO MENENDEZ DE AVILES
THE THANKSGIVING CELEBRATION

Grade: Eighth

Topic: Exploration and Settlement of La Florida

Objectives:

- To compare; to write comparison essay.
- To understand cultural celebrations.

Time Frame: Two days (around Thanksgiving Holiday)

Areas of Infusion: Social Studies, Language Arts

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS
3.1, 3.2, 3.6, 3.10	SS.A.1, SS.A.2, SS.B.2, LA.B.1, LA.B.2	SS.A.1.3.1, SS.A.2.3.1, SS.B.2.3.1, SS.B.2.3.3, LA.B.1.3.1, LA.B.1.3.3, LA.B.2.3.1

Grade Level Expectations:

Social Studies:

- Understands ways patterns, chronology, and identification of historical periods are influenced by frames of reference.
- Extends and refines understanding of ways one culture can influence other cultures.
- Extends and refines understanding of ways various cultures use similar resources.

Language Arts:

- Uses creative writing strategies appropriate to the format.

Materials:

- Background Information
- Paper
- Pencils
- Pens

Strategies/Procedures/Activities:

- Review handouts with students.
- Research two Thanksgivings:
Plymouth, 1620
St. Augustine, September 8, 1565.
- In groups of three or four, prepare a comparison of the two Thanksgivings, using a two-part Venn Diagram. In your comparison consider: food, climate, religion, language, presence of women and children, role of the military, Native Americans, etc.
- Individually, write an essay comparing the two Thanksgivings.

Assessment:

- Group participation, Venn Diagram display.
- Comparison essay: content and rules of writing.

Extension:

- Research the first Thanksgiving in Texas in 1541 as recorded in Coronado's journal.
- Role-play: pretend you are a member of the Tiguex tribe. Write your impressions of the newcomers.

8.2 SAN AGUSTIN SCHOOL: FIRST OF ITS KIND
(LIFE IN THE ST. AUGUSTINE SCHOOL)

Grade: Eighth

Topic: Exploration and Settlement of La Florida

Objectives:

- To become familiar with the Saint Augustine School and its importance and impact.
- To understand the importance of personal record keeping, and to write diaries or journals to learn about the Florida Missions.

Time Frame: Two class periods

Areas of Infusion: Social Studies, Language Arts, Theatre

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS
3.1, 3.2, 3.4, 3.10	SS.A.6, LA.A.2, LA.B.1, TH.B.1	SS.A.6.3.1, SS.A.6.3.3, LA.A.2.3.1, LA.A.2.3.5, LA.A.2.3.6, LA.B.1.3.1, LA.B.1.3.3, LA.B.2.3.2, TH.B.1.3.1

Grade Level Expectations:

Social Studies:

- Understands ways immigration and settlement patterns have shaped the history of Florida.
- Knows ways the environment of Florida has been modified by the values, traditions, and actions of various groups who have inhabited the state.

Language Arts:

- Refines previously learned knowledge and skills.
- Gathers information from a variety of sources.
- Uses a pre-writing strategy suitable for the task.
- Uses creative writing strategies appropriate to the format.

Theatre:

- Collaborates to refine scripts and justify writing choices.

Materials:

- Handout #37-The Missions of La Florida

- Handout #46-Second Spanish Period
- Handout #47-The United States Acquires East and West Florida(1810-1821)
- Handout #48-Letter Written by President Thomas Jefferson in 1803
- Background Information
- Materials for props

Strategies/Procedures/Activities:

- Review handouts with students and give them the appropriate background.
- Discuss and provide students with the opportunity for clarification and analysis.
- Divide the class into groups. Ask students to imagine they are attending the school of Saint Augustine in 1787.
- Ask them to write a journal about a two-day time period in their school and life in general in Saint Augustine (in target language).
- Have groups select on one aspect of the diary and prepare a skit to act out in class. Encourage use of props, simple costumes, etc. (use target language).

Assessment:

- Participation in group activities, discussion, writing assignment, content of personal journal, performance of presentation.

Extension:

- Ask students to imagine they are Native Americans living in a Florida village. They have been invited to move to the St. Augustine mission and send their children to the school. Organize a town meeting to consider advantages and disadvantages and come to a decision.

8.3 RANCHOS: CATTLE INDUSTRY IN FLORIDA, TEXAS, AND CALIFORNIA

Grade: Eighth

Topic: Exploration and Settlement of La Florida, Texas, and California

Objective:

- To provide students with the history of the first cattle ranches/industry in the United States.

Time Frame: Two periods

Areas of Infusion: Social Studies, Language Arts, Mathematics

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS
3.1, 3.2, 3.4, 3.10	SS.A.6, SS.D.2, LA.B.2, MA.D.1	SS.A.6.3.3, SS.D.2.3.2, LA.B.2.3.6, MA.D.1.3.2

Grade Level Expectations:

Social Studies:

- Knows ways the environment of Florida has been modified by the values, traditions, and actions of various groups who have inhabited the state.
- Analyzes the impact of economic decisions in the United States.

Language Arts:

- Uses creative writing strategies appropriate to the format.

Mathematics:

- Interprets and creates tables and graphs.

Materials:

- Book: Spanish Pathways in Florida by Ann L. Henderson and Gary R. Mormini, Pineapple Press, pages 118-139
- Handout #36-Rancho La Chúa
- Handout #49-The Age of the Ranchos
- Handout #50-The Vaquero
- Handout #51-Texas Cattle Ranches, Real World Problems
- Paper, Pencils

Strategies/Procedures/Activities:

- Students will create a time line from 1521-1706 showing the settlement patterns of the early cowboys in Florida.
- They will also create a graph that depicts the high and low points in the number of heads of cattle on the ranch.

Assessment:

- Students will write an essay of what they think the Menéndez Márquez Ranch, La Chúa, looked like and life around it.

8.4 THE CENTURY OF GOLD IN SPAIN

Grade: Eighth

Topic: The Settlement of the Americas

Objective:

- To understand the financial benefits to the Spanish from the colonization of the Americas.

Time Frame: One class period

Areas of Infusion: Social Studies, Mathematics

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS
3.1, 3.3, 3.4, 3.10	SS.A.1, SS.A.2, MA.D.1	SS.A.1.3.1, SS.A.2.3.1, MA.D.1.3.2

Grade Level Expectations:

Social Studies:

- Understands identification of historical periods are influenced by frames of reference.
- Understands how ways of one culture can influence others.

Mathematics:

- Interprets and creates tables and graphs.

Materials:

- Handout #52-The Century of Gold in Spain
- Handout #53-Spanish Silver and Gold from the Americas, 1503-1660
- Calculators optional

Strategies/Procedures/Activities:

- Read and discuss handout of historical information.
- Distribute copies of questions.
- Allow students sufficient time to answer questions.
- Review answers to questions. Discuss procedures used.

Assessment:

- Teacher will verify accuracy of answers given.

8.5 BERNARDO DE GALVEZ

Grade: Eighth

Topic: The Role of Spain and Spanish America in the American Revolution

Objective:

- To collect, organize, and display data.

Time Frame: One class period

Areas of Infusion: Social Studies, Language Arts, Mathematics

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS
3.1, 3.2, 3.4, 3.6, 3.9, 3.10	SS.A.4, ME.1, LA.B.2	SS.A.4.3.1, SS.A.4.3.2, SS.A.4.3.3, LA.B.2.3.2

Grade Level Expectations:

Social Studies:

- Understands factors involved in the development of cities in the United States.
- Knows the role of physical and cultural geography in shaping events in the United States.

Language Arts:

- Logically sequences information using alphabetical, chronological, and numerical systems.

Mathematics:

- Construct and interpret display of data.

Materials:

- Resource Section-Hispanics in the American Revolution
- Handout #54-Matching Question Exercise
- Paper
- Pencils

Strategies/Procedures/Activities:

- Teacher and students will read about and discuss the life of Bernardo de Gálvez.
- Students will identify significant events in his personal and military career, beginning with his birth and ending with his death.
- Students will individually display events and information by constructing a time line.
- Students will create a comparative time line with similar information about other Spanish soldiers in the Revolutionary War.

Assessment:

- Teacher evaluation of time line.

Extension:

- Matching question exercise.

8.6 THE MISSION COMMUNITY

Grade: Eighth

Topic: Exploration and Settlement of Florida, Texas, and California

Objective:

- To understand the layout and functions of an early mission community and how it lead to the establishment of cities.

Time Frame: One class period

Areas of Infusion: Social Studies, Language Arts, Mathematics, Foreign Language

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS
3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.10	SS.A.1, SS.A.4, SS.B.1, SS.B.2, MA.B.1, MA.B.2, FL.C.1, LA.B.2	SS.A.1.3.1, SS.A.4.3.1, SS.A.4.3.4, SS.B.1.3.4, SS.B.2.3.4, MA.B.1.3.4, MA.B.2.3.1, FL.C.1.3.1, FL.C.1.3.2, LA.B.2.3.2

Grade Level Expectations:

Social Studies:

- Understands ways patterns, chronology, and identification of historical periods are influenced by frames of reference.
- Understands factors involved in the development of United States cities.
- Extends and refines understanding ways of judgement about cultural characteristics influence perception of places and regions.

Language Arts:

- Uses creative writing strategies appropriate to the format.

Foreign Language:

- Uses new information from a target language class to enhance study of another topic.
- Uses the target language to gain access to information within the target culture.

Mathematics:

- Knows equivalent forms of large and small numbers in scientific and standard notation.

Materials:

- Handout #55-Schematized Plan of a Mission Community
- Handout #56-Misiones, Presidios, Pueblos
- Handout #57-The California Missions
- Handout #58-The Settlement of California
- Paper
- Pencils

Strategies/Procedures/Activities:

- Discuss forts and early mission settlements in Texas and California.
- Using “Schematized Plan of a Mission Community”, student will devise an appropriate and realistic scale to be used in evaluating real-world size of a mission community and its components.
- Students will produce a report detailing real-world size of a mission community and its components.
- Students will research Spanish words that were incorporated into the English Language – will define the words and use them in writing sentences.

Assessment:

- Teacher evaluation of report.

Extension:

- Students will design an appropriate and “to scale” plan for the mission plan provided.

**8.7 LIFE IN A SOUTHWEST COMMUNITY DURING THE 18TH CENTURY:
FOUNDING OF SANTA FE, EL PASO, AND ALBUQUERQUE**

Grade: Eighth

Topic: The Exploration and Settlement of the Southwest: Arizona, New Mexico, Texas

Objectives:

- To become familiar with daily life.
- To understand the importance of keeping daily journals.
- To write journals.
- To role-play.

Time Frame: Three days

Areas of Infusion: Social Studies, Language Arts, Foreign Language

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS
3.1, 3.2, 3.4, 3.8, 3.10, 3.11	SS.A.4, FL.C.1, FL.D.1, LA.C.3, LA.D.1	SS.A.4.3.1, FL.D.1.3.1, LA.D.1.3.2, LA.C.3.3.1, FL.C.1.3.1

Grade Level Expectations:

Social Studies:

- Understanding factors involved in the development of cities and industries in the United States.

Language Arts:

- Organize and effectively delivers a speech using a beginning, middle, and end.

Foreign Language:

- Uses target language to gain access to information within the target culture.
- Understands how idiomatic expressions have an impact on communication and reflect culture.

Materials:

- Background Information
- Handout #59-The Founding of Santa Fe, El Paso, and Albuquerque

- Handout #60-Tubac Presidio
- Paper
- Pencils

Strategies/Procedures/Activities:

- Review handouts with students.
- Conduct vocabulary lesson related to the Spanish Southwest.
- Have each student assume a role in a typical 18th Century community comprised of a mission, rancho and settlement.
- Write a journal covering a two-day time period describing their daily life and activities.
- In an oral presentation, have each student introduce himself/herself to the class, describing his/her role in the community. Students may select a historical or fictional role. Encourage use of props, simple costumes, music, etc. (use target language in Spanish class).
- Research and report on the founding of the oldest state capital in the United States.

Assessment:

- Content of personal journal/writing; oral presentation; performance presentation
- Vocabulary quiz and/or crossword puzzle/word search created by students.

8.8 HISPANICS ON STAGE AND SCREEN

Grade: Eighth

Topic: Hispanics in the United States

Objectives:

- To become familiar with Hispanics in motion pictures, theater, and television past and present.
- To understand how the motion picture industries and television have discriminated against Hispanics.

Time Frame: Four class periods

Areas of Infusion: Social Studies, Language Arts

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS
3.1, 3.2, 3.4, 3.8, 3.10	SS.A.5, L.A.D.2	SS.A.5.3.2, L.A.D.2.3.1

Grade Level Expectations:

Social Studies:

- Understands the impact of significant people, events and ideas on the development of the United States.

Language Arts:

- Uses creative writing strategies appropriate to the format.
- Uses language appropriate to purpose and audience.

Materials:

- Handout #61-Hispanic Hollywood
- Handout #62-Matching Question Exercises
- Background Information
- Paper
- Pencils

Strategies/Procedures/Activities:

- Review handouts and provide a discussion period.
- Ask students to see one of the films discussed in the handouts and write a report analyzing the plot and major events of the film. If possible, view a

movie made in the 1930's and 1940's to identify how Latinos were stereotyped in films.

- Ask students to select an actor who they like and research for articles and books on the actor and his/her career. Write a short biography and share the information in class.
- Have students complete the matching questions exercise.
- Discuss with students the following critical thinking questions:
 - Why do you think the motion picture and television industries have stereotyped Latino actors?
 - What do you think can be done to include more Hispanics as actors, writers, directors, and producers in films, theater, and television?

Assessment:

- Students' participation in discussions, oral reports, preparation of papers, and completion of the matching questions exercise.

Extension:

- Create a time line of Hispanic pioneers in Hollywood.

8.9 LATINO MUSIC AND DANCE IN THE UNITED STATES

Grade: Eighth

Topic: Hispanics in the United States

Objectives:

- Understand how dance and music are used in Hispanic culture to reflect sociological and cultural identity.
- Understand the influence of significant Hispanic composers and performers on U.S. music styles, traditions, and performance practices.
- Understand how the dance and music from Latin America and Spain have had the greatest outside influence on U.S. popular dance and music.

Time Frame: Five days

Areas of Infusion: Social Studies, Language Arts, Foreign Language, Dance, Music

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS
3.1, 3.2, 3.3, 3.4, 3.8, 3.10, 3.11	SS.A.5, LA.B.2, FL.C.1, DA.C.1, MU.C.1, MU.E.1	SS.A.5.3.2, LA.B.2.3.6, FL.C.1.3.1, DA.C.1.3.3, MU.C.1.3.1, MU.E.1.3.2

Grade Level Expectations:

Social Studies:

- Understands ways significant individuals and events influenced the development of the United States.

Language Arts:

- Uses language appropriate to purpose and audience.

Foreign Language:

- Uses target language to gain access to information within the target culture.

Dance:

- Knows the role of social, classical and theatrical dance in contemporary society.
- Understands dance in various historical periods.

Music:

- Knows main characteristics of the music of various cultures, historical periods, and composers.
- Understands how the elements of music connect to other subject areas.

Materials:

- Background Information
- Handout #63-Impact of Hispanic music and dance in the United States
- Handout #64-Mexican Corridos and Rancheros
- Handout #65-Tejano Music
- Handout #66-The 1950s - The Mambo and the Cha-Cha-Cha Years
- Handout #67-The 1960s - The Years of the Charanga, Pachanga, Bossa Nova, and Bugalú
- Handout #68-The 1970s - The Era of Salsa
- Handout #69-The 1980s and 1990s - The Years of Music and Dance Crossover
- Handout #70-Matching question exercise
- Paper, Pencils

Strategies/Procedures/Activities:

- Review the eight handouts with students and provide a period for discussion, clarification, and analysis.
- Divide the class into groups and assign each one of the dances discussed in the handouts.
- Have students learn the dance, research the music, and present a show to the class or school.
- Divide the class into groups.
- Ask each group to research the career of one of the artists discussed in the handouts and determine his/her contribution to art in the United States.
- Ask students to view a movie, on the life of a Latino artist.
- Ask students to discuss the impact of the artist on U.S. popular culture.
- Discuss with students the following critical thinking questions:
 - Which is your favorite Hispanic dance and music and why?
 - Which Hispanic dance and music have had the greatest impact on U.S. culture?
 - Which Hispanic entertainer?
 - Which current Hispanic artist is your favorite entertainer? Why?
- Have students complete the matching questions exercise.

Assessment:

- Students' participation in discussions, preparation of report, group work, and performance on the matching questions exercise.

Grades
6-7-8
Visual Arts

MS.1 HISPANICS IN UNITED STATES WARS

Grades: Sixth/Seventh/Eighth

Topic: Hispanic Contributions to War Efforts

Objective:

- To understand the relevance of the Visual Arts as a tool for recording History.

Time Frame: Three or Four class periods

Areas of Infusion: Social Studies, Language Arts, Visual Arts

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS
3.1, 3.2, 3.4, 3.10	VA.C.1, SS.B.1, SS.B.2, LA.B.1	VA.C.1.3.1, VA.C.1.3.2, LA.B.1.3.1, SS.B.1.3.1, SS.B.2.3.3

Grade Level Expectations:

Social Studies:

- Extends and refines use of various map forms.

Language Arts:

- Uses a pre-writing strategy suitable for the task.

Visual Arts:

- Understands and uses information from historical and cultural themes, styles, periods of art.
- Understands the role of the artist and the function of art in different periods of time and in different cultures.

Materials:

- Books about artists, such as Goya, Cavada, Picasso
- Time line from manual's Time Line section
- Background Information
- Pencils
- Paper
- Crayons
- Markers

Strategies/Procedures/Activities:

- Discuss Background Information – American Revolution, Civil War, WWI, WWII.
- Identify in World Map locations where these wars took place.
- Discuss role of artists in society.
- Look at Cavada's painting of the Civil War – Research other war paintings.
- Divide class into 3 groups.
- Each group will be assigned a painting of the selected artists for research.
- A representative of each group will present information to the class.
- Each group will write an essay about their selected artists and how they see the interpretation of the work as it related to the event depicted and the region of the world where it took place.
- Each group will illustrate one of the wars discussed and include a topographical map of the pertinent area.

Assessment:

- Class discussion of essays and review of map.

MS.2 SPANISH ARCHITECTURE

Grades: Sixth/Seventh/Eighth

Topic: Spanish Missions in the Americas

Objective:

- To focus attention on the influence of Spanish architecture on modern buildings.

Time Frame: One week

Areas of Infusion: Social Studies, Language Arts, Mathematics, Visual Arts

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS
3.1, 3.2, 3.5, 3.10	VA.C.1, SS.B.2, MA.C.1, MA.C.2, L.A.B.1	VA.C.1.3.1, VA.C.1.3.2, SS.B.2.3.1, MA.C.1.3.1, MA.E.2.3.1, L.A.B.1.3.1

Grade Level Expectations:

Social Studies:

- Extends and refines use of various map forms.

Language Arts:

- Uses pre-writing strategies suitable for the task.

Mathematics:

- Knows the properties of two and three dimensional figures.
- Performs the experiment and collects, organizes, and displays data.

Visual Arts:

- Understands and uses information from historical and cultural themes, styles, and periods of art.

Materials:

- Background Information
- Handout #71-Spanish Architecture – Influence in the Americas
- Camera, film
- Paper

- Pencil

Strategies/Procedures/Activities:

- Introduce characteristics that identify Spanish Architecture from graphic.
- Discuss vocabulary – patio, arch (arco), plaza, hacienda, adobe, stucco.
- Look for and photograph examples of Spanish-style Architecture around neighborhood.
- Make list of locations.
- Bring photos and list to class.
- Display.
- Divide class in small groups.
- Discuss and show examples of Spanish style architecture.

Assessment:

- Record answers and determine which groups has the most correct answers, bonus points given for one-of-a kind photo location.

MS.3 PAINTED WALLS

Grades: Sixth/Seventh/Eighth

Topic: Conflict with Mexico

Objective:

- Identify cultural significance of murals in Art and Society in general.

Time Frame: One week or longer depending on project selected

Areas of Infusion: Social Studies, Mathematics, Visual Arts

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS
3.1, 3.2, 3.10	VA.C.1, SS.A.1, MA.B.4	VA.C.1.3.1, VA.C.1.3.2, SS.A.1.3.1, MA.B.4.3.2

Grade Level Expectations:

Social Studies:

- Extends and refines the use of various map forms.

Mathematics:

- Selects and uses appropriate instruments, technology, and techniques to measure quantities and dimensions to a specified degree of accuracy.

Visual Arts:

- Understands and uses information from historical and cultural themes, styles, and periods of art.
- Understands the role of the artist and the function of art in different periods of time and different cultures.

Materials:

- Books from Media Center on Diego Rivera
- Text – Diego Rivera Political Art, Scholastic, March '93, Hispanic Almanac by Nicholas Kanellos, from Media Center
- Map of North America
- Large roll of newsprint, pencils, rulers, markers, tempera brushes

Strategies/Procedures/Activities:

- Distribute information and discuss.
- Identify Mexico on map and trace the change in boundaries that resulted from Conflict between United States and Mexico.
- Request information from Mexican Consulate on Diego Rivera.
- Discuss murals and work of Diego Rivera.
- Choose a theme for a class mural.
- Select area where mural will be located – Measure area – Transfer measurements to paper.
- Paint mural – hang mural.

Assessment:

- Completion of Mural.

Grades

9 - 12

HISPANIC AMERICANS
“MANY CULTURES
ONE VOICE”

SUPPLEMENTARY INSTRUCTIONAL MATERIALS

Grades 9-12

Each high school has received the following supplementary instructional materials.

QUANTITY	PRODUCT
3 classroom sets (35 textbooks per set)	<u>The Latino Experience in U.S. History</u> by Globe Fearon Education Publisher
24 Selected Transparencies with “Activity Sheets”	<u>Exploring American History</u> and <u>Exploring World History</u> by Globe Fearon Education Publisher
3 Teacher Resource Manuals	<u>Using Planet Earth with Global Studies</u> by Globe Fearon Education Publisher
3 CD ROM	<u>“The Planet Earth”</u> by Globe Fearon Education Publisher

HISPANIC AMERICANS

**“MANY CULTURES
ONE VOICE”**

Textbook: *The Latino Experience in U.S. History*

By Globe Fearon Educational Publisher

The book is divided into the following seven units:

Unit 1	Spain in the Americas (1000-1700)
Unit 2	Toward Independence (1763-1840)
Unit 3	A Time of Upheaval (1830-1870)
Unit 4	A Time of Growth (1860-1920)
Unit 5	Changes in the New Century (1900-1945)
Unit 6	A Changing Postwar World (1945-1980)
Unit 7	Latinos Today (1980-Present)

Contents of the Units:

The Big Picture: An overview of events around the world in the time frame of the unit.

Time line: The unit visually organized by dates in a sequential order.

Chapters: The chapters are ordered chronologically within each unit.

Latino Heritage: Snapshots of personalities, literature, and other culturally rich topics pertaining to the unit.

Contents of Each Chapter:

The book contains 30 chapters.
The chapters begin with a time line of the events being discussed.
Critical thinking questions appear throughout the chapters.

Sections of the Chapters:

Thinking About the Chapter: Sets the stage for the chapter by narrating important events that led to what is covered in each one.

Taking Another Look: Purpose setting and critical thinking questions designed to analyze the contents in depth.

Snapshot of the Times: Serves as a timeline for the chapter.

Incorporated Biographies: Biographical synopsis of important Latinos/Hispanics.

Focus On: Focuses on a cultural aspect of the Hispanic world (food, traditions, celebrations, important issues, etc.).

Looking Ahead: Sets the precedent for the chapter that follows.

Close-Up: This section contains ways to assess and analyze the contents of the chapters, from short answer to essay type questions.

Special Sections:

Galleries: (portrayals of outstanding Latinos in different areas)

Writers

Artists

Performing Artists

Entrepreneurs

Scientists

The Artist's View: (works by Latino artists)

Paintings

Sculptures

Other fine art items

Teacher's Resource Manual: The Latino Experience in U.S. History

Correlation Chart: Depicts the topics of each of the seven units.

Lesson Plans: This section contains lesson plans that can be used for the entire unit for each one of the chapters.

Lessons Plans for *the Artist's View*: These lesson plans are specially designed for the section referring to Visual Arts.

Activity Sheets: One per chapter, help the student with different learning strategies. Some of the following are:

- Reading Timeline
- Making Inferences
- Understanding Graphs
- Recognizing a Point of View
- Using Maps to Understand History
- Cause and Effects
- Building Vocabulary
- Using Primary Sources

Answer Key for Activity Sheets: Contains the answers for the activity sheets.

Unit Test: This is an examination for the entire unit using various types of questions: short answer, essays, etc.

Chapter Test: Concentrates on individual chapters and uses various types of questions as well.

Answer Keys for the Unit Tests and the Chapter Tests

Directory of Community Resources: This sections organizes in alphabetical order the organizations and community resource centers that are of interest to teachers and administrators as resources or services.

Using the Textbook for ESL/LEP Students: Activity sheets and lesson strategies specially designed for student of Limited English Proficiency with their respective answer key.

The Writing Process and Social Studies: This section serves as a guide for composition and research work.

Outline Maps: World, Latin American, North and South America and the United States.

The Planet Earth CD ROM and Teacher's Guide:

Teacher's Guide

Divided into six units:

- Unit 1: Focus on Africa
- Unit 2: South and Southeast Asia
- Unit 3: East Asia
- Unit 4: Latin America and Canada
- Unit 5: The Middle East
- Unit 6: Europe and Eurasia

User's Guide: Explains the different components (menus, and icons) of the program.

Lesson Plans: This section contains lessons and suggested strategies for teachers to use with the topics of each unit.

Global Studies Correlation Chart: Correlation of the *Planet Earth* and Global Studies topics.

CD ROM

Software menus:

Satellite Images: options to explore six continents

Physical Maps: options to explore the topography of the continents and countries

Political Maps: options to explore continents and specific data about all the countries

Thematic Maps: world maps by languages, religions, and other subtopics

HISPANIC AMERICANS

**"MANY CULTURES
ONE VOICE"**

UNIT 1

The Latino Experience in U.S. History

Topic	Textbook Page(s)	Teacher's Resource Manual	Visual Aid(s)
Unit 1 (1000-1700's) Spain in the Americas	2-61	Unit 1 Test ESOL/LEP Activity Sheet Writing Workshop	Exploring American History Unit 1 Transparency # 1 Transparency # 2
Overview and Timeline	3-5		
A- Peopling the Americas	3		
B- Enormous Empires of America Mayan The Aztecs The Incas Other Native Americans	3		
C- African Homeland	6		
Chapter 1 (1492-1540's) Face to Face in the Americas	10-21	Chapter 1 Test Activity Sheet ESOL/LEP Activity Sheet	Unit 2 Transparency # 3 *Unit 6 Transparency # 13
A- A Meeting in the Caribbean	11		
B- Resistance and Conquest	13		
C- Experiment in Empire Building	15		
D- Out of Africa Special Feature(s)	17		
Rethinking Columbus Day			

*Transparencies from Exploring World History Published by Globe Book Company, New Jersey, 1994

UNIT 1 (Continued)

The Latino Experience in U.S. History

Topic	Textbook Page(s)	Teacher's Resource Manual	Visual Aid(s)
Chapter 2 (1500-1525) Struggle for an Empire (The Age of Exploration) A- Seeking Adventure and Gold B- Marching to Tenochtitlán C- Toppling an Empire Special Feature(s) On Rediscovering Aztlán	22-33 23 25 29	Chapter 2 Test Activity Sheet ESOL/LEP Activity Sheet	Unit 2 Transparency # 3 Transparency # 4 *Unit 6 Transparency # 13 Transparency # 14
Chapter 3 (1521-1650's) New Ways of Life A- Extending Spain's Reach B- New Religious Voices C- The Columbian Exchange A Center for Spanish Culture Special Feature(s) Sor Juana Inés de la Cruz The Gift of Maize	34-45 35 37 38 40 40	Chapter 3 Test Activity Sheet ESOL/LEP Activity Sheet	Unit 5 Transparency #10 *Unit 6 Transparency # 13 Transparency # 14
Chapter 4 (1513-1695) Reaching Out from the Caribbean: A- La Florida B- Outposts of Empire Special Feature(s) Pedro Menéndez de Avilés Cubans in Miami	46-51 47 48 52	Chapter 4 Test Activity Sheet ESOL/LEP Activity Sheet	

*Transparencies from Exploring World History Published by Globe Book Company, New Jersey, 1994

UNIT 1 (Continued)

The Latino Experience in U.S. History

Topic	Textbook Page(s)	Teacher's Resource Manual	Visual Aid(s)
Chapter 5 (1536-1784)	54-65	Chapter 5 Test	Unit 2
The Spanish Borderland	55	Activity Sheet	Transparency # 14
A- The Kingdom of New Mexico	58	ESOL/LEP Activity Sheet	Unit 4 Transparency # 9
B- Across the Rio Grande	61		Unit 5 Transparency # 10
C- Along the Pacific Coast	64		Unit 7 Transparency # 14
Special Feature(s)			*Unit 6 Transparency # 13
The Jémez Feast			

*Transparencies from **Exploring World History** Published by Globe Book Company, New Jersey, 1994

The Latino Experience in U.S. History

Topic	Textbook Page(s)	Teacher's Resource Manual	Visual Aid(s)
Unit 2 (1763-1840's) Toward Independence Overview and Timeline	67-101 67-71	Unit 2 Test ESOL/LEP Activity Sheet Writing Workshop pp.107-108 p. 212 pp.257-260	Unit 3 Transparency # 6
Chapter 6 (1763-1783) The Spanish and the American Revolution A- Supplying the Patriot Side B- Joining the Fight	74-83 75 77	Chapter 6 Test Activity Sheet ESOL/LEP Activity Sheet p. 109 p. 157 p. 213	Unit 5 Transparency # 11 Unit 6 Transparency # 12
C- The First Cattle Drives Special Feature(s) The Heritage of New Orleans	80		
Chapter 7 (1783-1830) The Road to Independence A- Challenges in the North B- Independence for Mexico C- Changes in Spanish America: Independence for South America Independence for the Caribbean Islands Special Feature(s) End of Slavery in South America	84-93 85 88 89 90 91 92	Chapter 7 Test Activity Sheet ESOL/LEP Activity Sheet p. 110 p. 158 p. 214	*Unit 7 Transparency # 17
Chapter 8 (1820's-1840's) Life in U.S. Mexican Border-lands A- Life in New Mexico B- Life in Mexican California C- Changing Ways in Texas Special Feature(s) Manuel Armijo-A Master Carver	94-103 95 98 100-101 102	Chapter 8 Test Activity Sheet ESOL/LEP Activity Sheet p. 111 p. 159 p. 215	Unit 6 Transparency # 13 Unit 7 Transparency # 15 Transparency # 25

*Transparencies from Exploring World History Published by Globe Book Company, New Jersey, 1994

The Latino Experience in U.S. History

Topic	Textbook Page(s)	Teacher's Resource Manual	Visual Aid(s)
Unit 3 (1830-1870) Time of Upheaval (U.S. Territorial Expansion Into Mexican and Spanish Territory) Overview and Timeline	104-138 105-111	Unit 3 Test ESOL/LEP Activity Sheet Writing Workshop	pp.112-113 p. 216 pp.261-264
Chapter 9 (1820's-1836) Revolt in Texas A- A Time of Unrest B- Alarms in Texas C- Texas Gains Independence Special Feature(s) General Santa Anna Tejano Place and Names	<u>112-119</u> 112 113-114 117 120	Chapter 9 Test Activity Sheet ESOL/LEP Activity Sheet	Unit 14 Transparency # 14
Chapter 10 (1838-1848) War Between the United States and Mexico A- Background to the War B- Mexico and the U.S. at War C- Aftermath of War Special Feature(s) Old Los Angeles	122-131 123 126 128-129 130	Chapter 10 Test Activity Sheet ESOL/LEP Activity Sheet	Unit 7 Transparency # 15
Chapter 11 (1848-1870's) Foreigners in Their Own Land A- Living Under a New Flag B- Land Claims and Courts C- Looking for Justice Special Feature(s) El Carroferri El Clamor Público (Newspaper)	132-140 133 135 137 138 140	Chapter 11 Test Activity Sheet ESOL/LEP Activity Sheet	p. 116 p. 162 p. 218

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The Latino Experience in U.S. History

Topic	Textbook Page(s)	Teacher's Resource Manual	Visual Aid(s)
Unit 4 (1860-1920's) A Time of Growth (The Civil War and the Post War Period) Overview and Timeline	142-176 143-149	Unit 4 Test ESOL/LEP Activity Sheet Writing Workshop	pp.117-118 p. 220 pp.265-268
Chapter 12 (1861-1865) Latinos in the U.S. Civil War A- The Civil War in the U.S. Southwest B- Fighters for Two Flags Special Feature(s) A Latino Astronaut	150-159 151 154-157	Chapter 12 Test Activity Sheet ESOL/LEP Activity Sheet	Unit 8 Transparency # 18 Transparency # 19 Unit 9 Transparency # 21
Chapter 13 (1860's-1912) A Changing World A- New Spanish Immigration B- Newcomers from Puerto Rico and Cuba C- New Mexico Special Feature(s) La Placita: a Farming Center	160-171 161 162-166 166-170 170	Chapter 13 Test Activity Sheet ESOL/LEP Activity Sheet	Unit 10 Transparency # 22
Chapter 14 (1868-1898) The Cuban-Spanish-American War A- Background to the Revolution B- The War of 1895 Uncertain Victory Special Feature(s) Jose Marti Guantanamo Bay	173-174 174 179 176 182	Chapter 14 Test Activity Sheet ESOL/LEP Activity Sheet	Unit 12 Transparency # 24

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UNIT 4 (Continued)

The Latino Experience in U.S. History

Topic	Textbook Page(s)	Teacher's Resource Manual	Visual Aid(s)
Chapter 15 (1898-1920's) Puerto Rico and Cuba Under United States Control A- The United States and Puerto Rico B- The Republic of Cuba	184-193 185 188	Chapter 15 Test Activity Sheet ESOL/LEP Activity Sheet	Unit 12 Transparency # 24
Special Feature(s) El Morro	192		

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The Latino Experience in U.S. History

Topic	Textbook Page(s)	Teacher's Resource Manual	Visual Aid(s)
Unit 5 (1900-1945) Changes in a New Century (Challenges of the 20 Century)	194-247	Unit 5 Test ESOL/LEP Activity Sheet Writing Workshop	pp.123-124 p. 225 pp.269-272
Overview and Timeline	195-201		
Chapter 16 (1900-1920) The Mexican Revolution and New Patterns of Immigration	202-211	Chapter 16 Test Activity Sheet ESOL/LEP Activity Sheet	p. 125 p. 167 p. 226
A- Background to the Revolution	203		
B- A Long Struggle	204		
C- North from Mexico Special Feature(s) Artists of Revolution	206 210		
Chapter 17 (1914-1920) Latinos and World War I	212-223	Chapter 17 Test Activity Sheet ESOL/LEP Activity Sheet	p. 126 p. 168 p. 227
A- Going to War	213		
B- Growing Immigration	214		
C- Moving North Special Feature(s) Mutual Aid in Santa Bárbara	219 222		
Chapter 18 (1920-1940) From Boom to Depression	224-233	Chapter 18 Test Activity Sheet ESOL/LEP Activity Sheet	p. 127 p. 169 p. 228
A- Boom Times of the 1920's	225		
B- Hard Times and The New Deal	227		
C- Organizing for Strength Special Feature(s) Basques of the United States	231 234		

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UNIT 5 (Continued)

The Latino Experience in U.S. History

Topic	Textbook Page(s)	Teacher's Resource Manual	Visual Aid(s)
<p>Chapter 19 (1941-1945) Latinos and World War II</p> <p>A- Latinos in the Armed Forces</p> <p>B- The Home Front</p> <p>C- Facing Prejudice Special Feature(s) The Pachuco Image</p>	<p>236-247</p> <p>237</p> <p>238</p> <p>242</p> <p>240</p> <p>246</p>	<p>Chapter 19 Test</p> <p>Activity Sheet</p> <p>ESOL/LEP Activity Sheet</p> <p>p. 128</p> <p>p. 170</p> <p>p. 229</p>	

*Transparencies from Exploring World History Published by Globe Book Company, New Jersey, 1994

The Latino Experience in U.S. History

Topic	Textbook Page(s)	Teacher's Resource Manual	Visual Aid(s)
Unit 6 (1945-1980) A Changing Post-War World	248-319 249-255	Unit 6 Test ESOL/LEP Activity Sheet Writing Workshop	pp.129-130 p. 230 pp.273-276
Overview and Timeline			
Chapter 20 (1945-1980) The Great Migration from Puerto Rico	256-267 257	Chapter 20 Test Activity Sheet ESOL/LEP Activity Sheet	p. 131 pp.171-172 p. 231
A- A New Form of Government			
B- Meeting New Challenges	260		
C- Lending a Helping Hand Special Feature(s)	262		
Religious Diversity	266		
Chapter 21 (1945-1970's) New Arrivals from the Caribbean	268-279 257	Chapter 21 Test Activity Sheet ESOL/LEP Activity Sheet	p. 132 p. 173 p. 232
A- Upheaval in Cuba			
B- A Growing Cuban Presence	260		
C- Turmoil in the Dominican Republic Special Feature(s)	277		
The Latino Jews	280		
Chapter 22 (1950's-1970's) The Struggle for Equal Rights	282-295 283 285	Chapter 22 Test Activity Sheet ESOL/LEP Activity Sheet	p. 133 p. 174 p. 233
A- La Causa ¡Viva la Huelga!			
B- A Time for Action	287		
C- Hispanic Civil Rights Leaders Special Feature(s)	285-294		
A Changing Role for Latinas	294		

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UNIT 6 (Continued)

The Latino Experience in U.S. History

Topic	Textbook Page(s)	Teacher's Resource Manual	Visual Aid(s)
Chapter 23 (1950's-1970's) New Immigrants from Central and South America A- Struggle for Democracy in Central America B- New Voices from South America Special Feature(s) The Tango	296-302 297 299 302	Chapter 23 Test Activity Sheet ESOL/LEP Activity Sheet Chapter 23 Test Activity Sheet ESOL/LEP Activity Sheet	Unit 15 Transparency # 31
Chapter 24 (1950 - 1980) A Growing Voice A- New Cultural Perspectives B- Reshaping Popular Culture Gallery of Latino Writers Julia Alvarez Sandra Cisneros Roberto Fernández Isaac Goldenberg Nicholasa Mohr Heberto Padilla Luis Valdez Rina de Vallbona Nicolás Kanellos	304-317 305 315 308-309	Chapter 24 Test Activity Sheet ESOL/LEP Activity Sheet Chapter 24 Test Activity Sheet ESOL/LEP Activity Sheet	
C- Galery of Latino Artists Judith Baca Barbara Carrasco George Febres Alberto Insua Antonio Martonell Octavio Medellin César Pelli Pedro Pérez	310-311		

*Transparencies from Exploring World History Published by Globe Book Company, New Jersey, 1994

UNIT 6 (continued)

The Latino Experience in U.S. History

Topic	Textbook Page(s)	Teacher's Resource Manual	Visual Aids
<p>Chapter 24 (1950-1980) A Growing Voice (continued)</p> <p>D- Gallery of Latino Performing Artists Martina Arroyo Julie Bacco Joan Báez Pablo Casals Celia Cruz Horacio Gutiérrez Tito Puente Carlos Santana Special Feature(s) A Voice of Latino Writers</p>	<p>304-317 312-313</p>	<p>Chapter 24 Test p. 135 Activity Sheet p. 176 ESOL/LEP Activity Sheet p. 235</p>	

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The Latino Experience in U.S. History

Topic	Textbook Page(s)	Teacher's Resource Manual	Visual Aid(s)
Unit 7 (1980-Present) Latinos Today Overview and Timeline	320-381 320-327	Unit 7 Test ESOL/LEP Activity Sheet Writing Workshop Chapter 25 Test Activity Sheet ESOL/LEP Activity Sheet	Unit 15 Transparency # 31
Chapter 25 (1980-Present) Mexican Americans Today A- A Tale of Three Cities B- The Lure of El Norte Special Feature(s) Border Jumpers	328-335 329 336	 pp.136-137 p. 236 pp.277-280 p. 138 p. 177 p. 237	
Chapter 26 (1980-Present) Puerto Ricans Today A- On the Mainland B- Ties to the Home Island Special Feature(s) Puerto Rican Dance	338-347 339 343 346	Chapter 26 Test Activity Sheet ESOL/LEP Activity Sheet p. 139 p. 178 p. 238	
Chapter 27 (1980-Present) Cuban Americans Today A- New Wave of Refugees B- A Strong Cuban-American Presence Special Feature(s) The Calle Ocho Festival	348-357 349 352 356	Chapter 27 Test Activity Sheet ESOL/LEP Activity Sheet p. 140 p. 179 p. 239	
Chapter 28 (1980-Present) Central American and Dominicans Today A- Leaving Central America B- A Growing Central American Presence C- Dominicans in the United States Special Feature(s) The National Pastime	358-367 359 360 362 366	Chapter 28 Test Activity Sheet ESOL/LEP Activity Sheet p. 141 p. 180 p. 240	

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Unit 7 (Continued)

The Latino Experience in U.S. History

Topic	Textbook Page(s)	Teacher's Resource Manual	Visual Aid(s)
Chapter 29 (1980-Present) South Americans in the United States Today A- The Lure of Freedom B- Building New Lives Special Feature(s) Honoring Latin American Heroes	368-371 368 371 374	Chapter 29 Test Activity Sheet ESOL/LEP Activity Sheet Chapter 29 Test Activity Sheet ESOL/LEP Activity Sheet	p. 142 p. 181 p. 241
Chapter 30 (1980-Present) Towards New Century A- Latinos in the 1990's B- The Growing Reach of Hispanic Culture Special Feature(s) Se Habla Español	376-382 377 381	Chapter 30 Test Activity Sheet ESOL/LEP Activity Sheet	p. 143 p. 182 p. 242
HISPANIC ART GALLERY PAINTINGS Carlos Viera <i>Zia Mission</i> Federico Cavada <i>The Battle of Fredericksburg</i> José Salazar <i>Don Luis de Peñalver Cárdenas</i> Xavier Martínez <i>Afternoon in Piedmont</i> Miguel Pou <i>Cigua</i> Fernando Botero <i>La Familia Pinzón</i> Rosa Ibarra <i>Women Reading</i> Carmen Lomas Garza <i>Empanadas</i>	(Special Section) A A6 A7 A9 A10 A11 A12 A13		

*Transparencies from Exploring World History Published by Globe Book Company, New Jersey, 1994

Unit 7 (Continued)

The Latino Experience in U.S. History

Topic	Textbook Page(s)	Teacher's Resource Manual	Visual Aid(s)
<p>HISPANIC ART GALLERY (Continued) Julio Larraz <i>Hurricane</i> Adolfo Plantini <i>Niña</i> Luis Jiménez <i>Sodbusters (Statue)</i></p> <p>SCULPTURES, ARTS & CRAFTS</p> <p>Bronze Head Silver Chalice Taino Wood Chair Pottery Mug Leather Shield The Holy Trinity Santo</p>	<p>(Special Section) A14 A15 A16 A2 A2 A2 A5 A5 A8</p>		

*Transparencies from Exploring World History Published by Globe Book Company, New Jersey, 1994

Transparencies & Activity Sheets included are organized in the chronological order of events as they appear in The Latino Experience in the U.S. History textbook. They are numbered for identification only, not following a sequential numerical order. The reproducible Activity Sheets are two-sided.

Unit(s)	Chapter(s)	Transparency Title	Transparency #
1	Introduction	Arrival of the First Americans	#1
1	Introduction	Native American Culture, Religion and Lifestyle 1500 A.D.	#2
1	1	Early Voyages of Discovery	#3
1	2	Voyages of Discovery	#14
1	2	Early Explorers of North America	#4
1	4 & 5	Major European Powers and Their Colonies in the New World	#13
1	5	North America in 1750	#9
2	6	North America in 1763	#10
2	6	The Thirteen Colonies	#6
2	6 & 7	The Revolutionary War - 1776	#11
2	7	Explorations of the Louisiana Purchase 1803	#12
2	6 & 7	Independence for Latin America	#17
2	8	The Mexican War - 1820	#15
3	9-11	The Missouri Compromise - 1820	#18
3 & 4	11 & 12	North America in 1860	#19
4	12	The Civil War 1863 - 1865	#21
4 & 5	12,13 & 16	Immigration in the United States 1840-1920	#22
4	14 & 15	Spanish American War in the Caribbean 1898	#24
4	14	The United States and the Pacific Rim 1898	#25
5	19	World War II in Europe	#27
5	18 & 19	World War II in the Pacific	#28
6	20-24	Cold War Divides Europe	#29
6 & 7	20-30	Distribution of Hispanic Americans	#31
7	30	United States Today in the Global Economy	#32

(Note: These transparencies can also be found in the Exploring American History and Exploring World History (Globe Fearon Educational Publisher textbook series).

Sample Lesson Plan

INFLUENCE OF EUROPEAN POLITICS ON HISPANIC AMERICA IN THE 19TH CENTURY

Grade: Tenth

Topics: World History

Objective:

- To recognize how events in one part of the world can affect those in another.

Time Frame: One class period or as part of lessons on Napoleon, Louis Napoleon, and the Cuban-Spanish-American War

Areas of Infusion: World History, Geography, Language Arts

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARK
3.1, 3.2, 3.4, 3.5, 3.8, 3.10	SS.A.1, LA.B.1	SS.A.1.4.3, SS.A.1.4.4, LA.B.1.4.1

Resources:

- *The Latino Experience in U.S. History* textbook (Globe Fearon)
- Spanish-American War Chronology from manual's Resources section

Procedures/Activities:

- Develop a KWL format chart of Napoleon's campaigns in Europe that put his brother on the throne in Spain, the reign of Louis Napoleon, and the repressive government of Spain during the latter half of the 19th century.
- Discuss how these events in Europe affected Latin America:
 - Napoleon's conquest of Spain in 1808
 - Naming of Joseph Bonaparte to the Spanish throne
 - Ouster of Joseph Bonaparte in 1815
 - Restoration of Ferdinand VII to the Spanish throne
 - Louis Napoleon as self-proclaimed Napoleon III of France
 - Naming of Austrian Archduke Maximilian as emperor of Mexico in 1864
 - Change in power to a new, less restrictive government in Spain in 1897
- Have students choose one nation and write a 2 – to 3 – page paragraph essay describing how events in Europe affected events at home.

Assessments:

- Students will explore cause-and-effect relationships between events in Europe and events in Hispanic America.
- Completion of Essay - Oral presentation.

Sample Lesson Plan

HISPANIC CIVIL RIGHTS ACTIVISM

Grade: Eleventh

Topics: U.S. History and Government

Objective:

- To develop a chronology of the Hispanic Civil Rights Movement.

Time Frame: 3 weeks

Areas of Infusion: U.S. History, Government, Language Arts

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS
3.1, 3.2, 3.4, 3.7, 3.10	SS.A.3, SS.A.1, LA.B.1, LA.B.2	SS.A.3.4.1, SS.A.1.4.2, LA.B.1.4.1, LA.B.2.4.2

Teacher Resources:

- *The Latino Experience in U.S. History* textbook (Globe Fearon)

Procedures/Activities:

- Develop a KWL chart for the Hispanic civil rights. See if students can place time frames with people or events. If so, begin a time line of Hispanic activism on the board that students will fill in with research. Have students copy this beginning time line for later reference.
- Assign students a research project to find out more about the Hispanic Civil Rights Movement. Have students do research and add to the time line events from the 1930s to the 1990s that show the development of civil rights for Hispanics. Assign topics to students. The final research report identify the person or organization involved, the significance of the event, and the time frame, that is, a date or span of years.
- Some topics that students can investigate are:
 - Cesar Chávez, Dolores Huerta, National Farm Workers Association
 - La Raza Unida
 - Voting Rights Act and amendments of 1982, *Vélásquez v. City of Abilene* and *Jones v. City of Lubbock*
 - Affirmative Action (set-aside programs) in education and business

- Southwest Voter Education and Registration Project
- Mexican American Legal Defense and Education Fund
- Cuban American Legal Defense and Education Fund
- Puerto Rican Legal Defense and Education Fund
- Young Lords Party

Assessment:

- Students will create a time line to trace the activities of Hispanic civil rights activists from the 1930s to the 1990s.

Sample Lesson Plan

THE GOVERNMENTS OF HISPANIC AMERICAN NATIONS

Grade: Twelfth - Government

Topics: World History, Comparative Government

Objective:

- To understand the effect of Latin America's political instability on U.S. immigration.

Time Frame: 2 weeks

Areas of Infusion: Government, World History, Geography, Economics, Language Arts

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS
3.1, 3.2, 3.4, 3.5, 3.8, 3.9	SS.C.1, SS.C.2, LA.B.1	SS.C.1.4.1, SS.C.2.4.2, LA.B.1.4.2

Resources:

- *The Latino Experience in U.S. History* textbook (Globe Fearon)

Procedures/Activities:

- Develop a K-W-L chart.
- Based on this information, ask students to list reasons why they think some Hispanic nations have found it difficult to maintain stable democratic governments.
- Students may mention:
 - the class system left over from Spanish rule;
 - the wide gap between the landholders and their tenants;
 - the role that U.S. and European companies played in controlling natural resources;
 - inflation;
 - the role of communism.
- Have students research the largest groups of immigrants that have entered the U.S. since 1980 - Compare with political environment of their countries of origin.

Assessments:

- Students will present an oral report explaining how this recent immigration has affected U.S. laws, economy and education.

Sample Lesson Plan

THE ECONOMIES OF MODERN HISPANIC NATIONS, TRADE AGREEMENT AND HISPANIC BUSINESSES IN THE U.S.

Grade: Twelfth - Economics

Topics: Self-sufficiency, Comparative Economics

Objectives:

- To identify the importance of trade between Hispanic nations and the U.S.

Time Frame: 2 weeks

Areas of Infusion: Economics, Geography, Language Arts

GOAL 3/CORE COMPETENCIES	STANDARDS	BENCHMARKS
3.1, 3.4, 3.6, 3.10	SS.A.1, SS.D.1	SS.A.1.4.1, SS.D.1.4.2

Resources:

- *The Latino Experience in the U.S. History* textbook (Globe Fearon)

Procedures/Activities:

- Ask for prior knowledge by asking students to describe what they think are the major economic activities of several Caribbean and Central and South American Hispanic nations. Use this as an introduction to a research project on the economies of modern Hispanic nations and the effect of NAFTA, MERCOSUR and other trade agreements on the development of Hispanic business in the U.S.
- Have each student choose a Hispanic nation of the Caribbean or Central or South America and prepare an illustrated poster that lists each of the following items of information:
 - Type of economy (traditional, command, mixed)
 - Total area
 - Total population
 - Labor force
 - Most recent budget, including revenues and expenditures
 - Gross Domestic Product
 - Land use by percentage of category
 - Chief crops

- Major natural resources
 - Major industries
 - Value and list of exports
 - Value and list of imports
 - Major trading partners
 - Any economic organizations (trade agreements) of which the nation is a member.
- The poster could be illustrated with maps, pictures showing the economic activity of the nation, and/or charts and graphs of economic information in addition to the listing of information.
 - Once students have completed their posters, display and schedule oral presentations.
 - To extend the lesson, ask students to predict the future of the nation they selected based on their current economic pictures.

Assessment:

- Students will do research on and create posters to show the economic activity of Hispanic nations.
- Working in groups, students will develop at least 3 comparison and contrast statements about the nation each researched in relation to other nations.

NUMERICAL LISTING OF HANDOUTS

Lessons	Handout Number	Title	Page
K.1	1	Building a Spanish Ship	185
K.2	2	Other Masks	188
Pre-K, K.3	3	Chocolate – KWL Activity Sheet	189
Pre-K,K.3, 1.4	4	All About Cocoa	190
4.1	5	<i>US NEWS & WORLD REPORT-Pull Out-See Resources Section</i>	
1.3	6	The Columbian Exchange – CORN	191
1.3	7	Five Main Kinds of Corn Activity Sheet	193
1.4, 4.1	8	All About Sugar	194
2.1	9	Making a Classroom Piñata	195
2.1	10	Here is Our Piñata	196
3.2	11	My Civil Rights	197
3.2	12	Biography of Simón Bolívar	198
3.2	13	Chart of Everyday Events	199
3.3, 5.1	14	A History of Caring for the Land, Caribbean National Forest	200
3.4	15	Classroom Calendar Activity Master	201
4.1	16	Manufacturing Sugarcane	202
4.1	17	What Came from Where	204
4.2	18	Creating an Explorer's Log Book	206
4.2, 4.3	19	Time line of Early Settlement of Florida	207
4.3, 5.2	20	Comparative Heritage Chart	208
4.3	21	Community Map Activity Sheet	209
5.4	22	Story Of The Murals	210
6.1	23	Leaders of the Age of Exploration	212
6.2	24	The Log of Christopher Columbus	214
6.2	25	The Spanish Exploration of North America	216
6.2	26	The European Exploration of the Americas	219
6.3	27	Spanish-Indian Relations in the Borderlands of the United States	221
6.4	28	The Missions	223
6.4	29	Matching Questions & Answer Key	224
6.5	30	St. Augustine School of 1787	226
6.6	31	Time line of Spanish Colonization 1493-1784	228
6.7	32	Biographies of Spanish American Independence Leaders	230
7.1, 7.2, 8.2	33	First Spanish Period	233
7.1	34	The Castillo de San Marcos	235
7.1	35	St. Augustine School: First Integrated School in the U.S.	237
7.2, 8.3	36	El Rancho La Chúa	238

Lessons	Handout Number	Title	Page
7.2, 8.2	37	The Missions of La Florida	239
7.2	38	Short Poems	240
7.3, 8.5	39	Hispanics in the American Revolution	241
7.4	40	Rediscovery and Settlement of Nuevo México	245
7.4	41	The Settlement of Arizona	246
7.4	42	Across the Rio Grande	247
7.6	43	Hispanics in the United States Today	249
7.6	44	Latinos/Hispanics by Ethnic Groups	250
7.6	45	Statistical Information on Hispanic Businesses	251
8.2	46	Second Spanish Period (1783-1821)	252
8.2	47	The United States Acquires East and West Florida	253
8.2	48	Letter Written by President Thomas Jefferson	254
8.3	49	The Age of the Ranchos	255
8.3	50	The Vaquero	257
8.3	51	Texas Cattle Ranches	258
8.4	52	The "Century of Gold" in Spain	260
8.4	53	Spanish Silver and Gold from the Americas, 1503-1660	263
8.5	54	Matching Questions & Answer Key	264
8.6	55	Schematic Plan of a Mission	266
8.6	56	Missions, Presidios and Pueblos	267
8.6	57	The California Missions	269
8.6	58	The Settlement of California	270
8.7	59	The Founding of Santa Fe, El Paso and Albuquerque	272
8.7	60	Tubac Presidio	273
8.8	61	Hispanic Hollywood	274
8.8	62	Matching Questions & Answer Key	279
8.9	63	Impact of Hispanic Music and Dance in the United States	281
8.9	64	Mexican Corridos and Rancheras	282
8.9	65	Tejano Music	284
8.9	66	The 1950s: The Mambo and Cha,Cha,Cha Years	285
8.9	67	The 1960s: The Charanga, Pachanga, Bossa Nova & Bugalú	288
8.9	68	The 1970s: The Era of Salsa	291
8.9	69	The 1980s and 1990s: Years of Music and Dance Crossover	292
8.9	70	Matching Questions & Answer Key	296
MS.2	71	Spanish Architecture	298

Lesson Handouts

HISPANIC AMERICANS

**“MANY CULTURES
ONE VOICE”**

GENERAL NOTE

The lesson handouts have been developed so they can be utilized in grade levels other than the one specified in the corresponding lesson plan.

This section also includes activity sheets, charts, and other materials, which are referenced in the lesson plans.

A listing of handouts in numerical order is provided for easy access and are correlated with each lesson plan.

Lesson K.1
Handout #1

Building a Spanish Ship

Columbus sailed in three ships – they were called CARAVELS. He gave names to all three.

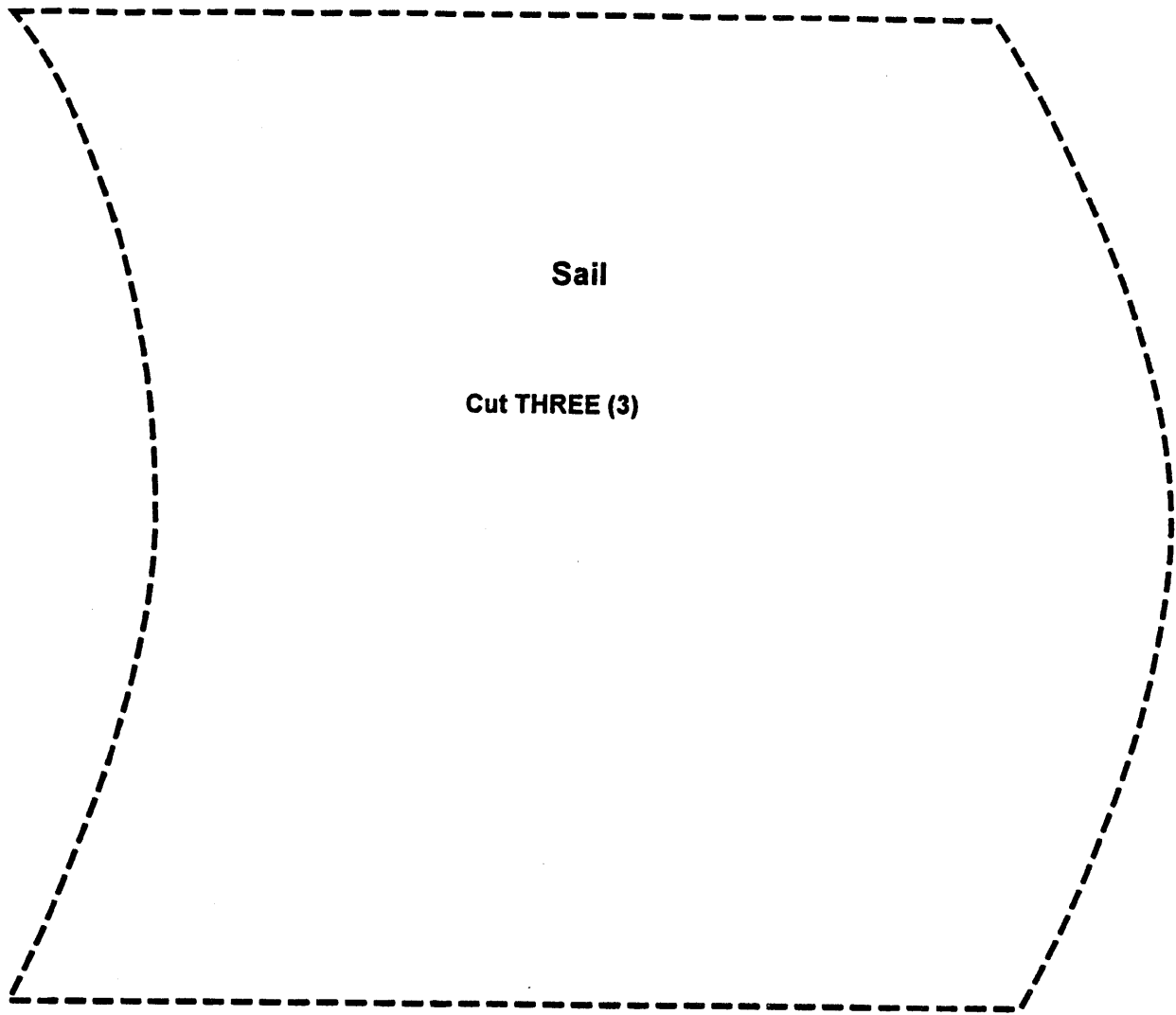
“La Niña”, “La Pinta”, “La Santa María”

To build the three Caravels you will need:

- Construction Paper – Red, White, Brown
- Scissors
- Glue
- Black Marker

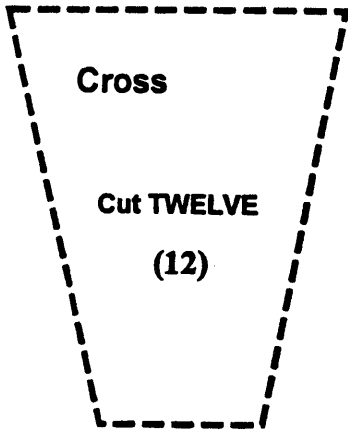
Steps:

1. Brown Paper – Cut three (3) each of the following: Ships, Stern, Bow, Mast.
2. White Paper – Cut three (3) sails.
3. Red Paper – Cut twelve (12) cross pattern – To make three crosses with 4 parts each.
4. Take four (4) red cross parts and glue in the shape of a cross to one sail. Repeat with the other two sails.
5. Take each sail and glue to each mast.
6. Take black marker and draw horizontal black stripes on each ship.
7. Glue each mast and sail to each ship. Repeat with the other two.
8. On a piece of the white paper – write the names of the three ships. Cut and paste on each ship.



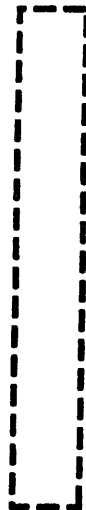
Sail

Cut THREE (3)



Cross

**Cut TWELVE
(12)**

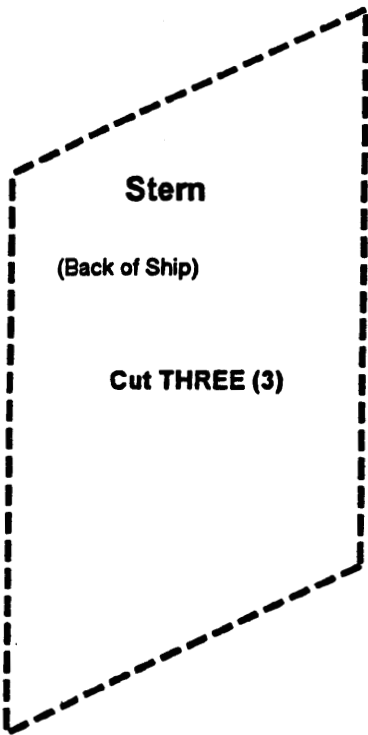
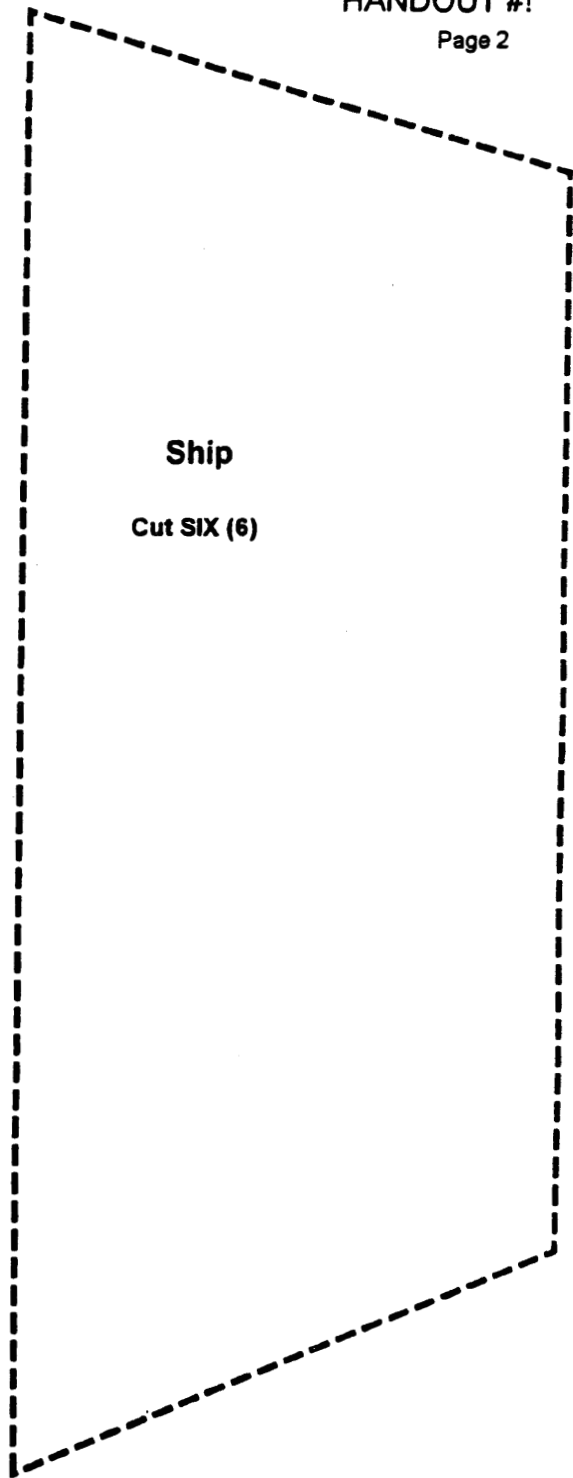
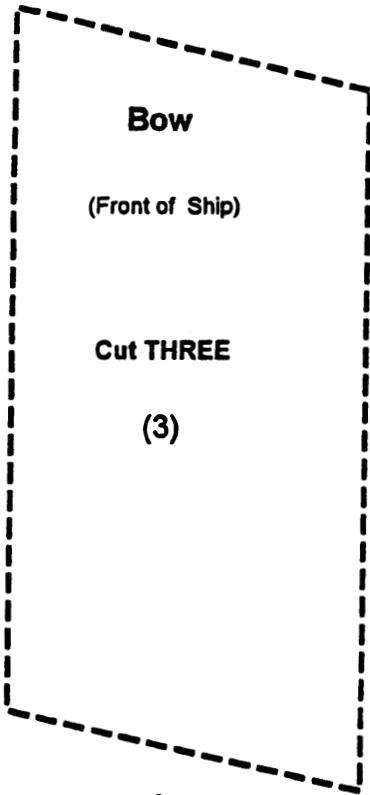


Mast

**Cut THREE
(3)**

HANDOUT #1

***Building a Spanish Ship
Columbus' Caravels***



Lesson K.2
Handout #2

OTHER MASKS

Masks can represent other people or animals. Many times in Hispanic carnivals, people wear masks that resemble animals. The Jaguar is a favorite among the animal masks.

Material Needed:

- Markers
- Scissors
- String
- 1. Hole Puncher

Steps:

- Color the mask with very bright colors
- Cut out
- Punch holes on the sides
- Push string through and tie in knots
- Wear mask

Chocolate - KWL Activity Sheet
C H O C O L A T E

KNOW	WANT TO KNOW	LEARNED

All About Cocoa

CHOCOLATE is Mexico's gift to the world.

When Cortez arrived in Mexico he met the Aztecs and found that they were using cacao beans for trading and for making a very rich drink.

They called the drink "*chocolatl*".

The cacao beans grow in a small melon shaped pod from the cacao tree.

The taste of the pure cacao is very bitter although the smell is very strong and appetizing.

The Spanish took the cacao to Spain and would make the drink but adding sugar to it. Sugar that they would get from New Guinea. For many years the Spanish kept chocolate a secret until the French, Dutch, and English began to settle in the Americas.

Today in Mexico the chocolate powder and the liquid are both used to flavor meat and other dishes. Children also like their sweetened cacao drink very much. They use a wooden stick called a "molinillo" to mix the cacao in their drink.

When translating the word to English, "cacao" was spelled wrong and it was changed to "cocoa."

Lesson 1.3
Handout #6

The Columbian Exchange – CORN

The Spaniards were introduced to CORN after Columbus' first voyage and he took some kernels with him back to Spain in 1493.

It is not certain whether he found it in Hispaniola or Cuba but he did find it in his first trip. Later on, the explorers that followed him would find maize(corn) all over the Americas. At first the Europeans decided that corn was a food for the poor and no wealthy person would eat it. Soon, however, farmers realized that corn produced a larger yield than wheat and by growing corn for their own needs they could sell more wheat with more profit.

The Portuguese brought corn to the Congo, Africa, in the 16th century where it was also used at first to feed the animals. In time it became the principal grain crop north of the Congo, in Benin and among the Yoruba tribes.

Corn was also introduced to Asia although rice has remained a favorite grain.

Maize, as it was called by the Native Americans, also played an important role as one of the main foods in the slaves diet in the United States, the Caribbean and Brazil.

The usefulness of corn was quickly expanded. Domesticated animals such as cattle and hogs thrived on corn and on the pulp made from its leaves. Corn production has become a big business and agricultural scientists have developed many hybrid types that produce extremely high yields.

Corn has been considered the most important grain in the Americas since Pre-Columbian times. It was cultivated from present-day Chile in South America to Montreal, Canada. The incredible variety of conditions between these two points of geography attests to the diversity and variety of the maize plant. Maize can be three feet high - as the Chapalote found in the desert of North America - and also 12 feet high. This makes the plant adaptable to many situations and purposes.

In some parts of the New World it was a staple. In the Andes it was a drink that played an important role in the ceremonial life of communities. It was a vegetable if eaten on the cob. Some made it into oil.

To the people the explorers encountered it was at times more than all this. Maize affected time and space. Its cultivation determined how the space was organized in the community. People selected their living areas close to the

Lesson 1.3

Handout #6 (Continued)

maize fields. Space in the mountains was also organized according to the altitude so that maize could be combined with other plants in the vertical organization of the land.

Corn, beans, and squash were often cultivated together. One other reason being that by doing this, the number of insects that attack the crops is reduced. Dried beans and corn were added to beads and stews.

Dry corn of course required simple processing. It would be ground between flat stones or with a stone and a pestle. Time was determined by the seasons of cultivation of maize. Today, it has become the world's main food grain surpassing wheat, oats, barley, and rice.

There are many, many products that are made from corn. Glucose is the most important produced from cornstarch and used in serums. Corn can also be refined into components that become main ingredients of certain products. In recent years it has also been processed into gasohol fuel for cars.

Still today, corn comprises approximately 80% of the Mayan daily diet in Central America and other Native American populations.

Kinds of Corn

There are five main kinds of corn:

- Dent Corn - Grown by Native Americans in the Southwest. It is called "Dent Corn" because the dry seeds have dents in them. Used mainly to feed livestock.
- Flint Corn - It is the main crop grown by Native Americans in the northeastern states of the U.S. It has 8 rows of seeds on each ear and they are very hard. That is why the name Flint - which is also the name of a very hard rock.
- Flour Corn - It is very easy to grind and so the name.
- Sweet Corn - It is the corn generally grown to eat since Pre-Columbian times. Today we buy it at the supermarket.
- Popcorn - Several kinds are grown in the Americas. The oldest one found in the United States was in a cave near New Mexico for about 4,000 years - it still popped when found!

Five Main Kinds of Corn-Activity Chart

Name Type of Corn	Characteristics	Varieties	Area Where Grown	Pictures

All About Sugar

Sugarcane was first grown in New Guinea about 10,000 years ago. It was brought to the Americas on Columbus' second voyage and probably planted in Hispaniola in December of 1493.

Cultivation of sugarcane and extraction of sugar is a very labor-intensive activity and large number of workers are needed to produce sugar. After the Native American populations began to decrease, in 1550, Europeans brought African slaves to work in the Caribbean sugar plantations.

The first sugar produced in Hispaniola was shipped to Spain around 1516. The Portuguese established sugar production in Brazil in 1526.

The technology of refining sugar - sucrose extraction - was established in Sicily by 1600. The Moors of North Africa brought it to Europe.

Initially, sugar was used as a medicine in Europe and it was in great demand. Later on it was also used as a sweetener and as a food.

Today, Brazil and Cuba are two of the largest world suppliers of sugar.

Making a Classroom Piñata

Materials:

- Large Brown Cardboard Box
- Masking Tape
- Glue
- Scissors
- Pencils
- Tissue Paper
- Beads
- Pom Poms
- Twine
- Yarn or Ribbons
- Candy

Steps:

- Tape sides of cardboard box leaving one side open.
- With pencil tip or scissors puncture small holes in the bottom of box.
- Push twine, yarn or ribbons through the holes from the inside. Tie knot.
- Fill box with candy or any other “surprise.”
- Tape securely the open side.
- Hang Piñata outside from a tree or inside the classroom, hallway, etc.
- Form circle around it.
- Each student will hold a string, yarn, or ribbon.
- Sing the Piñata song.
- At the end of the song students will pull down on the strings until bottom opens and the candy falls on the ground for everyone to share.

Lesson 2.1
Handout #10

Here is Our Piñata

What a sight to see
Filled with treats and goodies
Just for you and me
When it's time
To break it,
We will circle round.
Then we'll scramble for the
Treats
That fall down to the ground

To be sung to the Music of "Sing a Song of Six Pence" by Elizabeth McKinnon from the book "Small Celebrations", Warren Publishing House.

MY CIVIL RIGHTS

I have a right to be happy and to be treated with kindness in this room;
This means that no one will laugh at me, ignore me or hurt my feelings.

I have a right to be safe in this room;
This means that no one will
Hit me, kick me
Push me or pinch me.

I have a right to hear and be heard in this room;
This means that no one will
Yell – scream – or shout.

I have a right to learn about myself in this room;
This means that I will be
Free to express my feelings
and opinions without being
Interrupted or punished.

(Author Unknown)

BIOGRAPHY OF SIMÓN BOLÍVAR

Simón Bolívar (See MOHN buh LEE vahr) was born into a wealthy family in Venezuela. In 1810, he led a revolution to free the northern part of South America from Spanish control.

At first Bolívar met with little success. Then in 1819 his army defeated the Spanish in Colombia. Bolívar was made president of a new nation named Great Colombia.

In December of 1824, Bolívar defeated the Spanish army. Spain no longer controlled colonial lands in South America.

Simón Bolívar's dream was to unite all of South America into "the greatest nation in the world". His dream was not to be. Great Colombia became the nations of Colombia, Ecuador, and Venezuela.

CHART OF EVERYDAY ITEMS

List below 10 items that you find in your home that are from other areas of the world.

<u>Name or Describe Item</u>	<u>Area of Origin/Country</u>
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

A History of Caring for the Land Caribbean National Forest Chronology

- 1824 – First Puerto Rican forest conservation law
- 1839 – Spain establishes Public Forestry Commissions in Puerto Rico and first comprehensive forest law in the Americas
- 1860 – First Spanish public forestry appropriation for Puerto Rico
- 1876 – Spain proclaims “El Yunque” and other areas “forest reserves”
- 1898 – Crown lands of Puerto Rico passed from Spain to the United States
- 1903 – U.S. designates Luquillo a Forest Reserve
- 1905 – U.S.D.A. Bureau of Forestry published “The Luquillo Forest Reserve, Puerto Rico” – the first detailed report about the Forest
- 1916 – First boundary survey indicates Luquillo Forest is 12,443 acres
- 1926 – Begin construction of road 191, main access to the Forest
- 1935 – The Luquillo National Forest was renamed the Caribbean National Forest
- 1939 – Tropical Forest Experiment Station established in Puerto Rico now Institute of Tropical Forestry
- 1946 – Forest designated an insular wildlife refuge
- 1976 – Luquillo Experimental Forest designated as part of the International Network of Biosphere Reserves
- 1988 – El Portal Visitor Center planning initiated – center completed in 1996.

Note: Information provided courtesy of the United States Forest Service.

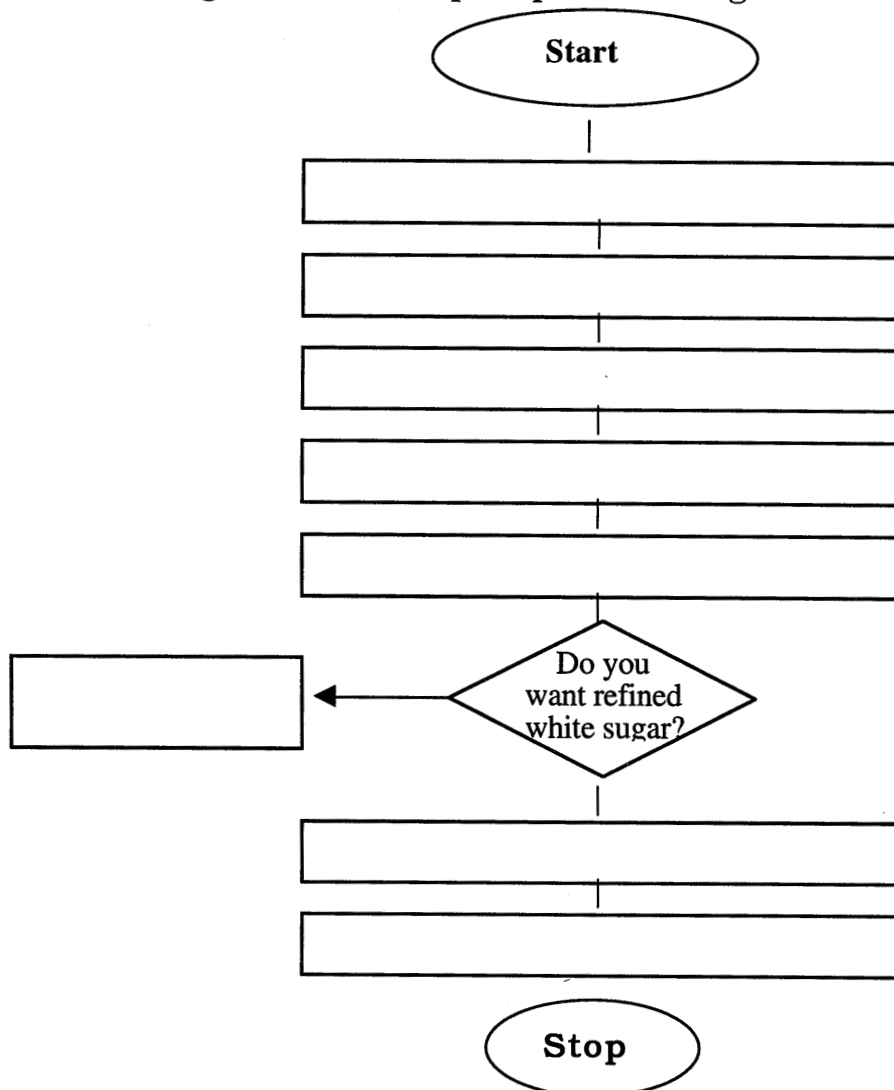
Classroom Calendar Activity Master

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>

MANUFACTURING SUGARCANE

Read the following, then fill in the flow chart:

Sugarcane harvesting is very hard work. It usually takes hundreds of laborers to cut the stalks down with machetes. They cut the stalks close to the ground, remove dead leaves, and then cut off the tops. In order to make sugar, sugarcane must be cut into short pieces. These pieces are put through the mill which squeezes out the juice. The juice is boiled until it becomes a thick syrup. The syrup is then put into settling tanks where it separates into brown sugar crystals and a clear liquid called molasses. The brown sugar can be sold as is. In order to get refined white sugar, the brown sugar crystals can then be dissolved, treated with chemicals, and filtered to become pure white sugar. This is sold as granulated, lump, or powdered sugar.

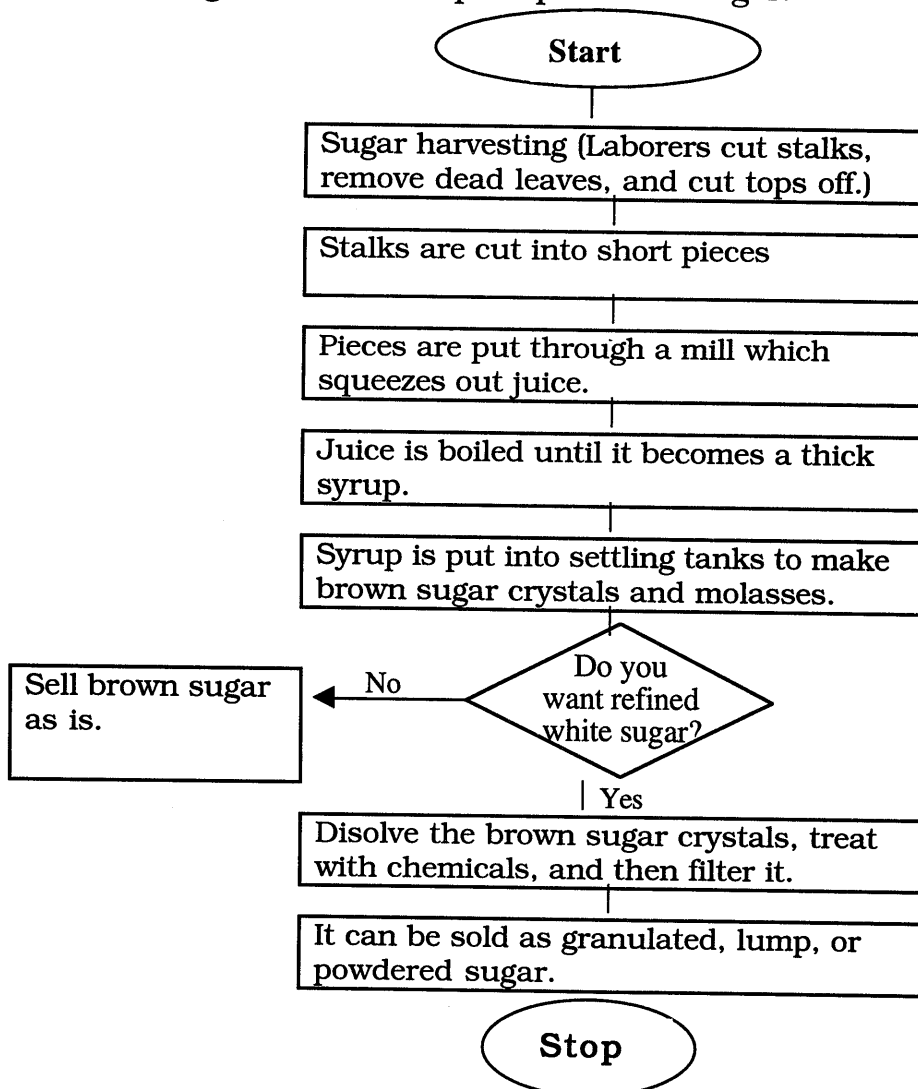


TEACHER ANSWER KEY

MANUFACTURING SUGARCANE

Read the following, then fill in the flow chart:

Sugarcane harvesting is very hard work. It usually takes hundreds of laborers to cut the stalks down with machetes. They cut the stalks close to the ground, remove dead leaves, and then cut off the tops. In order to make sugar, sugarcane must be cut into short pieces. These pieces are put through the mill which squeezes out the juice. The juice is boiled until it becomes a thick syrup. The syrup is then put into settling tanks where it separates into brown sugar crystals and a clear liquid called molasses. The brown sugar can be sold as is. In order to get refined white sugar, the brown sugar crystals can then be dissolved, treated with chemicals, and filtered to become pure white sugar. This is sold as granulated, lump, or powdered sugar.



Lesson 4.1
Handout #17

What Came From Where
Answer Key

The Americas

Corn

Potato

Peppers (Bell & Chili)

Chocolate

Vanilla

Beans (Lima, Pole, Kidney)

Pumpkin

Casava Root (manioc)

Avocado

Peanut, Pecan, Cashew

Pineapple

Blueberry

Sunflower

Quinine

Marigold

Europe

Horse

Cattle

Pig

Sheep

Honeybee

Wheat, Barley, Oats

Sugar Cane from New Guinea

Onion

Lettuce

Okra

Peach and Pear

Banana from Asia

Olive

Daffodil

Daisy

Rice from Asia

Creating an Explorer's Log Book

Group Activity:

Have each of the five groups of students create a log book for the explorer they have selected.

1. Design a cover for the log book.
2. Gather evidence. Books, maps, diaries, etc.
3. Write a "want ad" to hire crewmembers.
4. Make a public announcement through the intercom system (request permission) to announce the voyage.
5. Identify the cost of the journey and a "sponsor."
6. Trace the journey – and determine the stops along the way. Perhaps add new stops to the original ones.
7. Write the dates of each day that the group is on the journey. Describe all activities and findings of the day. Illustrate your findings.
8. Write detailed information about the plants, animals, rivers, inhabitants found along the way. Illustrate your findings.
9. Upon returning from journey present findings to the "sponsor" – share with class in oral report.

Time Line of Early Settlement of Florida

- 1513** Juan Ponce de León first lands on the Mainland and names the area La Florida.
- 1512** Ponce de León lands on the West Coast of La Florida and encounters the Calusa Indians.
- 1526** Lucas Vázquez de Ayllón establishes first European settlement in La Florida, San Miguel de Guadalupe (on what is today the coast of Georgia), but it does not survive.
- 1528** Pánfilo de Narváez leads an expedition into La Florida and gets as far as present-day Tallahassee before being stopped by the Appalachee Indians.
- 1539** Hernando de Soto leads an expedition through La Florida.
- 1559** Tristán de Luna y Arellano with 1,500 soldiers and settlers establishes Ochuse, near present-day Pensacola, but it does not survive.
- 1562** Huguenots (French Protestants) establish Fort Caroline near what is modern day Jacksonville, prompting the Spanish to increase their own efforts at settlement.
- 1565** St. Augustine is established by Pedro Menéndez de Avilés. It is the oldest continuously inhabited European City in the United States.
- 1565**- Menéndez found seven settlements and missions, Nombre de Dios near St. Augustine;
- 1575** San Mateo (Fort Caroline); Santa Lucia (Saint Lucie County); Tequesta (Miami); San Antón (Charlotte Harbor area); Tocobaga (Tampa Bay area); and Santa Elena (Parris Island, South Carolina). Settlers included African slaves.
- 1608**- Some 50 missions are built in La Florida, and more than 16,000 Native Americans are
- 1618** baptized.
- 1655** Forty-four missions are still active in La Florida, stretching from St. Augustine to Tallahassee and from St. Augustine to Santa Elena in what is modern South Carolina. Some 26,000 Native Americans lived on the missions.
- 1672** The Spanish import enslaved Africans from Cuba to work as stonemasons on a new fort, Castillo de San Marcos, to guard St. Augustine.
- 1693** The Spanish King frees all escaped slaves who lived in La Florida.
- 1738** Fort Mose becomes the first town of free blacks in what is now the United States.
- 1783** Spain regains La Florida at the end of the American Revolution.
- 1819** Spain cedes Florida to the United States.

COMPARATIVE HERITAGE CHART

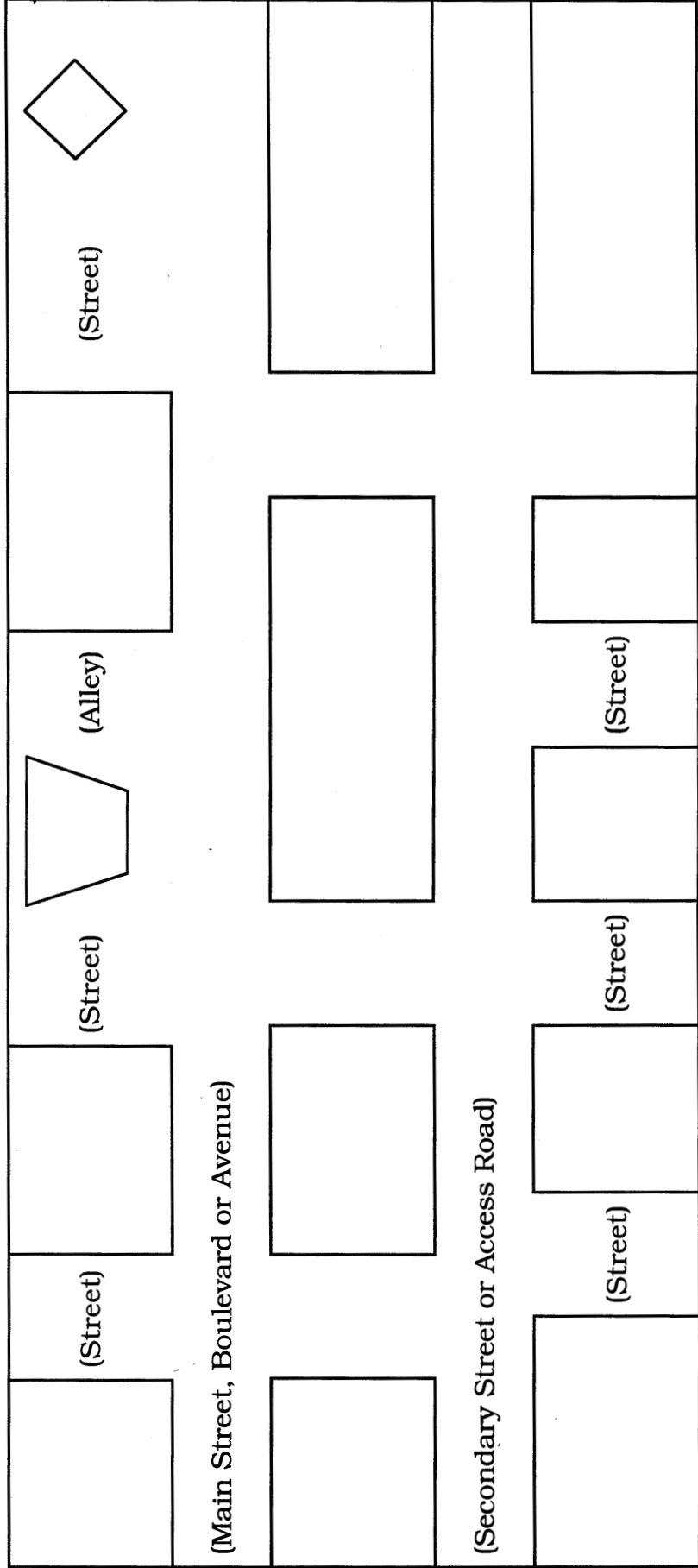
Countries	Food	Music	Family	Education	Homes
United States					
Mexico					
Panama					
Cuba					
Puerto Rico					
Dominican Republic					
Colombia					
El Salvador					
Other-Specify					

Lesson 4
Handout #21

Community Map Activity Sheet (Optional – may be used as a guide for a community map)

Map Key (Create a symbol for each building, business and natural features)

Drug Store	Supermarket	Library	Gas Station	Hospital
Doctor's Office	Hardware Store	Fast Food Restaurant	Pet Store	Restaurant
Hotel	City Hall	Department Store	Video Store/Arcade	Movie
Concert Hall	Lake/River	Mechanic	Office Supplies	Park



STORY OF THE MURALS

Panama Canal Commission Administration Building

The story of the heroic effort that produced one of the supreme achievements of all time – the construction of a water passage between the world's two greatest oceans across the isthmus of Panama – is powerfully depicted in graphic detail in the Panama Canal murals. Mounted in the rotunda of the Panama Canal Administration Building at Balboa Heights, Republic of Panama, the murals have been a major Canal area attraction throughout the years.

The murals tell the overall story of the building of the Panama Canal in four main scenes, which show Gaillard Cut at Gold Hill, where the Canal passes through the Continental Divide; the building of the spillway of Gatun Dam, which dams the Chagres River to create Gatun Lake; construction of a lock miter gate; and the construction of Miraflores Locks near the Pacific entrance to the Canal. The frieze below presents a panorama of the excavation of Gaillard Cut. The power of these vividly portrayed scenes has the effect of linking all who view them in an unbroken chain with those engineering masters and the heroic work force that created the Canal.

Canal Chief engineer George W. Goethal is credited with having the foresight to ensure that a record of the monumental labor involved in the building of the Canal was preserved in this art form, so that all who come after might not only marvel at what was accomplished and appreciate its grandeur, but might share in the sense of pride and commitment that this magnificent achievement has always evoked, not only in those who built the waterway, but also in all who have been involved throughout the years, in its operation and administration. Goethal chose carefully the person who would be entrusted with this special project selecting William B. Van Ingen of New York, an outstanding artist who has achieved considerable fame for his mural in the Library of Congress in Washington D.C. and the U.S. Mint in Philadelphia.

Van Ingen agreed to produce the mural at \$25 per square foot, which was the way such work was contracted for in those days; and the finished murals cover about 1,000 square feet. Van Ingen and two assistants, C.T. Berry and Ira Remser made charcoal sketches of Canal construction activities for the mural during two visits to Panama in 1914, while on the latter part of the construction work. Van Ingen then painted the murals on separate panels in his New York studio. The panels were shipped to Panama and installed over

Lesson 5.4

Handout #22 (continued)

a 3-day period in January 1915 under the artist's personal supervision. The paintings have the distinction of being the large group of murals by an American artist on display outside the United States.

Restorer's remarks

The Panamá Canal murals in the Administration Building rotunda are the masterpiece of their creator, artist William B. Van Ingen. The light, impressionist colors reflect the atmospheric quality of Panamá and the bold compositions commemorate in pictorial form, the actual building of the Panamá Canal.

Over the years, mold and dirt settled on the murals necessitating cleanings in 1929, 1932, 1939, 1960 and 1993. During the 1993 conservation project, over 22,000 cotton swabs were used to clean the murals of dirt and grime, as well as old overpaint that was covering many areas of the mural, particularly the sky of the frieze. The cleaning was accomplished with a combination of cleaners that removed the grime and old varnish, but did not harm the murals. A few areas of touch-up were needed, though not many, as the murals were in good condition despite previous cleanings.

The entire project was documented with video and hundreds of photos, both black and white and color, and an extensive written report was prepared in English and Spanish to serve as a guide for any future restorations.

Van Ingen identified completely with the Canal work. In discussing the murals at that time, he said that he had become so caught up in the construction effort that he felt he, too, was a Canal worker. He said, "I forgot I was an artist and had genuine regret at not being entitled to a number and a brass identification badge."

According to Van Ingen, his challenge in producing the murals had been how to portray the magnitude of Canal construction. In explaining his approach to the task, he said, "I tried to compose into one picture the views to be seen from different standpoints, but united in the mind. It enabled me to combine different periods of time in the construction work." Commenting on his perspective in composing the paintings, he added, "Any success the paintings may have had, came, I believe, from an endeavor to see with the eyes of the man in the ditch."

The murals were restored in 1993 by art conservator Anton Rajer, of Madison, Wisconsin, and rededicated in a special ceremony on September 29, 1993.

LEADERS OF THE AGE OF EXPLORATION

Prince Henry the Navigator (1394-1460) deserves to be called the father of European overseas conquest. Prince Henry, the third son of King John I of Portugal, assembled the most famous geographers, shipbuilders, and mapmakers of his time at a maritime institution in Sagres in southern Portugal. He financed voyages, made continuous improvements in ships and nautical instruments, and gave impetus to Portuguese overseas expansion and colonization of parts of Africa. By the time of his death, his vessels had sailed to Sierra Leone, 1,000 miles south in the West African coast. Subsequently, Bartholomew Diaz rounded the Cape of Good Hope in 1486, Vasco de Gama reached India in 1498, and Pedro de Cabral discovered Brazil in 1500.

Queen Isabel of Castile's (1451-1504) marriage to King Ferdinand of Aragon (1452-1516) in 1469, united Spain's largest kingdoms a decade before both became monarchs. Determined to expel the Muslims from the Iberian Peninsula, the monarchs conquered the kingdom of Granada in 1492 after eleven years of war. Two years later, Pope Alexander VI gave them the title of "the Catholic Kings."

Queen Isabella and King Ferdinand centralized royal authority and improved the finances and administration of their kingdoms. They expelled the Jews that did not convert to Christianity in 1492. These Spanish Jews were called "Sephardic" and some of their descendants eventually came to the Americas.

In 1492 they also sponsored Christopher Columbus on his voyage to search for a western route to the Indies. Queen Isabella insisted that the exploration and settlement of the New World would be handled by Castile alone. A major concern of Isabella was the conversion of the Native Americans to Christianity and that they should not be enslaved. Isabella died a few days after Columbus returned from his fourth voyage in 1504. As a result of Queen Isabella's decision to support Columbus, Spain would eventually rule over millions of square miles in the Western Hemisphere, a territory much larger than the Roman Empire.

Christopher Columbus (1451-1506) was one of the greatest sailors of his day and his encounter with the Americas led to Spain's amazing expansion overseas, bringing enormous changes to both Europe and the Americas. Born in Genoa, Columbus spent years in Portugal sailing to the coast of Africa, England and the Madeiras Islands and learning mapmaking in Lisbon. He married the daughter of one of Prince Henry the Navigator's sea captains, who was the Portuguese governor of the Madeiras. Columbus developed the idea that by sailing due west one could reach Japan, China, and the Indies. He

Lesson 6.1

Handout #23 (Continued)

approached the King of Portugal with his plan and requested his financial support for such a voyage. When his plan was ridiculed, he moved to Spain together with his son; his wife had died earlier.

For seven years Columbus worked to enlist the support of Ferdinand and Isabella, who were in the midst of their war against Granada, the last Arab Kingdom on the peninsula. Isabella agreed to finance his venture, and Columbus was named the Admiral of the Ocean Seas. He set sail from Palos, Spain on the Niña, Pinta, and Santa María in August 1492. On October 12 the expedition arrived at an island in the Bahamas Archipelago which Columbus named San Salvador. Upon his return, he was received warmly by the monarchs.

In September 1493, Columbus sailed on his second voyage with 17 ships. He encountered and named several islands in the Lesser Antilles. The Hispanic presence in the United States began when Columbus's soldiers engaged in combat with Carib Indians on the island that is now St. Croix on November 14, 1493. The Admiral named the island Santa Cruz, and the surrounding islands, Once Mil Virgenes, thus the current name Virgin Islands. Three of these, St. Thomas, St. John, and St. Croix, are U.S. possessions. On November 19, Columbus made a landfall on Puerto Rico, which the Indians called Borinquen. Upon arrival to Hispaniola, the Admiral found Fort Navidad burned to the ground and all his men gone. Apparently, the Spaniards had clashed with the Taíno Indians and had been killed. Columbus then founded Isabel, the second settlement in the Americas. Later he explored Cuba and Jamaica before returning to Spain.

Columbus returned twice to the New World. On his third voyage, he explored Trinidad, the coast of Venezuela and Guyana, and the island of Margarita. He ran into difficulties while governing Hispaniola. Eventually, a royal commission arrested Columbus and his brother and sent them both back to Spain in chains. Restored to royal service, the Admiral began his fourth voyage. He explored the coast of Honduras, Costa Rica and Panama. Later he was marooned in Jamaica, rescued and brought to Hispaniola. He returned to Spain in 1504 and died two years later, still believing that he had reached Asia and not knowing he had found a New World.

THE LOG OF CHRISTOPHER COLUMBUS

Primary Source

The Log of Christopher Columbus is a daily account kept by the Admiral of his first voyage to the Americas and the return trip to Spain to share with his sponsors, Queen Isabel and King Fernando of Spain. The Admiral wrote on the Diario de a bordo (The On Board Log) from the time he left in his epic voyage, August 3, 1492, to his return on March 15, 1493.

At the outset Columbus tells the “Highness,” the Catholic monarchs, that “I decided to write down everything that I might do and see and experience on this voyage...I propose to make a new chart for navigation...”

The Log records his departure from Palos, Spain, aboard his flagship the Santa María and two other ships, the Niña and the Pinta (caravels) on August 3, 1492. Martín Alonso Pinzón was the captain of the Pinta and his brother, Vicente Yáñez Pinzón, was in command of the Niña.

The Admiral writes about his first problems encountered three days later. The rudder of the Pinta slipped from its socket, which he believes was sabotage by the owner of the ship, who did not want to participate in the voyage. He arrives in Gomera, one of the Canary Islands, which were under Spanish rule. After a difficult voyage, where the Admiral faces a frightened and rebellious crew, Columbus explains how on October 11 about 10:00 p.m., he sees a small light “like a candle.” A few hours later at 2:00 a.m. on October 12, Rodrigo de Triana, a sailor aboard the Pinta, sights land after 33 days of sailing. At dawn Columbus lands on the shores of an island in the Bahamas that the indigenous people called Guanahani and that the Admiral names San Salvador.

The Admiral describes in great detail the customs and personality of the people he calls Indians (in this case the Taíno Indians). He is surprised by how friendly, gentle and generous are the Taínos. He sails and makes landfalls on other Bahamian islands, Cuba (which he names Juana), and Hispaniola (La Española).

The Admiral arrives in Cuba on October 28 and he writes on his Log, “I have never seen anything so beautiful.” On December 6, he sails to Hispaniola; today’s Haiti and the Dominican Republic. Ten days later the Admiral writes “In all Castile there is no land than can be compared to this in beauty and fertility.”

Lesson 6.2

Handout #24 (Continued)

His flagship, Santa María, hit a reef on Christmas Day in 1492 and sank. With its remains, a fort is built called Navidad (Christmas). Leaving 39 men behind, the Admiral begins his homeward voyage on January 16 and, after stopping in Lisbon, arrives in Palos, Spain on March 15, 1493.

THE SPANISH EXPLORATION OF NORTH AMERICA

Introduction

The Spaniards had found more wealth than they had imagined in Mexico and South America. They filled their ships with gold, silver, and gems that had belonged to the great Aztec and Incan rulers. They enslaved the proud Indian peoples, and turned northward in their quest for even greater riches.

Exploration of the Gulf Coast

As Governor of Puerto Rico, Juan Ponce de León heard tales of a land with a "fountain of youth" which could make the old young again. In 1513 he set out to find this fountain, and discovered the land he named Florida "flower-covered." He also visited the Yucatán Peninsula of Mexico on his return to Puerto Rico. Ponce de León died in 1521 as he led an expeditionary force back to the West Coast of Florida. He was wounded during a hostile Indian attack.

In 1527, Panfilo de Narváez set out from Spain to establish a city at the mouth of the Rio Grande River. Narváez had helped conquer Cuba, and fought along with Cortés in Mexico. His ships were blown off course, and the expedition landed at Tampa Bay, Florida. In April 1528, he divided his forces, sending soldiers on by foot, and ordering the ships to continue on to the Rio Grande as planned.

The Narváez group wandered inland for many months. They did not find riches, and were plagued by illness, hunger, and Indian attacks. They eventually survived by building five flimsy ships out of improvised tools and materials, and set out to find their base in Mexico.

The boats they built were not very seaworthy, and Narváez drowned somewhere west of the Mississippi Delta. Two boats of approximately eighty men landed in November 1528 near what is now Galveston, Texas. For many years the survivors were slaves of the local Indian tribes. Finally, a few were able to escape.

Cabeza de Vaca

One of the survivors was Álvar Nuñez Cabeza de Vaca. In 1535, he and Estevanico, a slave of African and Arabic descent, began their walk to freedom. For eighteen months they wandered peacefully among the Indian tribes, crossing the Rio Grande River near present-day El Paso, Texas. They eventually turned southwest towards the Spanish outpost in Mexico. There, they were celebrated as heroes, and retold the Indian tales of northern cities made of gold and riches.

Lesson 6.2

Handout #25 (Continued)

Thoughts of gold and endless wealth inspired the Spaniards from 1539 through 1542 three expeditions traveled to find the golden Seven Cities of Cibola as described by the Indians and as captured in medieval legend. Francisco Vásquez de Coronado explored the interior. Hernando de Soto left from Florida and explored the Southwest. California was explored by sea from the east by Juan Cabrillo.

The Coronado Expedition

In 1539, Coronado sent a scouting party north for more information. Estevanico guided Fray Marcos de Niza throughout present-day New Mexico and Arizona as they visited many Zuñi Indian villages. When they approached one particular town, the men saw a multi-storied pueblo made from sun-dried bricks called "adobe." The Indians had plastered the bricks with a local yellow soil full of shiny particles of mica. In a certain light, the city of adobe sparkled like gold. The Indians were not friendly and killed Estevanico. Fray Marcos ran back to Mexico City to report to Coronado on "the city that shined like gold."

Coronado was ready to go north by February of 1540. His expedition included Spanish Cavalry soldiers and Mexican Indians, with families along as servants. Fray Marcos took the group to the "golden" city and Coronado was very disappointed. He drove the Zuñi from their city and fed his tired men with additional food stores found there. From this base, Coronado sent out other expeditions. As leader of one of these smaller groups, García López de Cárdenas discovered the Grand Canyon.

Quivira

Coronado spent the winter of 1540-1541 at a camp on the Rio Grande. There he met a Plains Indian that the Spanish named the Turk. The Turk told the Spaniards about a land called Quivira full of gold, silver, and jewels. Although the story was suspect, the Spaniards wanted to believe it, and followed the Turk onto the Great Plains and to what is now the state of Kansas. The Indian was lying, and Coronado had the Turk killed. Before he could make further plans, Coronado was seriously injured when thrown from his horse. Dejected and disappointed, the Spaniard led his men back to Mexico.

The De Soto Mission

In his search for gold, Fernando de Soto had the same bad luck as Coronado. In 1539, he landed at Tampa Bay with a large fighting force, and wandered throughout the Southwest for three years. He visited lands, which are now Tennessee and Arkansas. De Soto was the first European to see the Mississippi River.

Lesson 6.2

Handout #25 (Continued)

De Soto was a cruel and ruthless conqueror. He plundered Indian villages for food and supplies, and enslaved the Native Americans. He died of fever along the lower Mississippi River in 1542. To prevent the Indians from learning about his demise, his soldiers buried De Soto in the river, then floated downstream to the Gulf of Mexico.

Cabrillo visits the California Coast

Juan Rodriguez Cabrillo set sail for the West Coast of North America in 1542. He was an older conquistador who had marched on Tenochtitlán with Hernan Cortés. He discovered San Diego Bay as he sailed northward. Soon after, he died from a fall. His expedition continued on without him, and visited Oregon before returning to Mexico.

All three expeditions were unsuccessful in satisfying their greed for wealth and treasure. In spite of this failure, Spain gained immeasurable knowledge about the geography of North America. This valuable information would be used in years to come as Spain established more settlements throughout North America.

The Settlement of Texas and New Mexico

In 1598, the Spaniards launched another expedition northward from Mexico, led by Juan de Oñate. Unlike Coronado, he stayed on the eastern side of the Sierra Madre Mountains. He founded the settlement of El Paso when he reached a low mountain pass on the Rio Grande River. In his travels, he explored the Great Plains and the area, which is now the Panhandle of Texas, Oklahoma, and Kansas. Quivira lured Oñate too, yet he found no more gold than Coronado.

Colonists in this southern region founded the settlement of Santa Fe. Friars spread out from there to convert the Indian tribes to Christianity. For seventy years the friars and colonists planted fruit trees and tended large flocks of sheep. In 1680, the northern pueblos rebelled and the Indians drove the Spaniards from New Mexico.

Turned out of New Mexico, the Spaniards decided to explore Texas. An expedition led by Juan Dominguez de Mendoz reported that Texas was "the richest land in all New Spain..." "Rich" no longer meant gold, but an abundance of natural resources for the Europeans to use in their quest for land and power. Mendoza asked permission to settle Texas, and under his leadership, it became a separate province of New Spain.

THE EUROPEAN EXPLORATION OF THE AMERICAS

“¡Tierra! ¡Tierra!” (Land! Land!)

Upon the cry from the *Pinta's* look out sailor, the captain ordered that a cannon be fired into the dark of the early morning of October 12, 1492. At last, they had found land.

Columbus and several sailors rowed ashore to an island in what we know today as the Bahamas. Displaying the flag of **Queen Isabel de Castilla** (Isabella of Castile) who had sponsored the expedition, Columbus claimed the island for Spain. He named the island San Salvador. The **Taino** Indians, who received the Spaniards with opened arms, called their place Guanahani. The European conquest and settlement of the Americas had begun. Two ancient civilizations, in a clash of worlds, had met, and this would change the course of world history.

It is believed that Columbus was not the first European to set foot on the land that would come to be called the Americas. Leif Erickson and other Vikings had attempted to establish settlement in North America around the year 1000. However, Columbus was the first to establish settlements that became permanent. Soon Spain and other European nations would begin the conquest of the Americas.

Columbus would return three more times to the Americas and he would begin the conquest of the island of Hispaniola. He would be followed by explorers, soldiers, settlers, and priests from Spain. In the decades to come Spanish ships sailed up and down the Atlantic and Pacific coasts of the Americas, penetrating its rivers and bays. The Spaniards established towns with homes, hospitals, plazas, schools and universities, and fortifications. The Spaniards found and took gold, silver and other minerals back to Europe.

Most impressive was the quick military conquest of an empire larger than imperial Rome by a few hundred Spanish soldiers who, after conquering the Caribbean defeated the Aztec and Inca empires. In 1521, Hernán Cortés captured Tenochtitlán (Mexico City was built over its ruins) and defeated the powerful Aztec empire in Mexico. Twelve years later, Francisco Pizarro conquered the even larger Inca Empire. The Spaniards would explore and settle approximately 80% of present United States. Spain would rule successfully for three centuries most of the Americas, implanting its language, laws, institutions, religion, and culture.

Lesson 6.2

Handout #26 (Continued)

For Spain, and later Portugal, England, France, and other European countries, the Americas provided them with unprecedented opportunities for expansion. For the Native American nations the European conquest was catastrophic. Up to 90% of the Indian nations were wiped out by European and later African diseases. In some instances the Spanish settlers mixed with the Indians and created mixed blood children known as **mestizos**.

Columbus's first voyage to the Americas paved the way for the European domination of the Western Hemisphere for the next 500 years. The significant factors for the conquest of the Americas were the European advances in military and naval technology. Europe's constant wars gave rise to an arms race in the 1400s. The invention of the printing press and increased literacy allowed the news to travel fast in Europe, encouraging other nations to participate in the conquest of the Americas.

SPANISH-INDIAN RELATIONS IN THE BORDERLANDS OF THE UNITED STATES (1513-1821)

The Black Legend

Spain passed a whole body of laws to regulate the treatment of Indians in the Americas and spent considerable financial resources to educate them. Human rights advocates like Father las Casas and Father Montesinos brought before the Crown of Spain their concerns about the treatment of Indians in *encomiendas*. Missionary scholars learned the Indian languages and recorded the history of Indians for posterity. The Catholic Church founded schools and universities throughout the Americas where many Indians and mestizos (individuals of European and Indian backgrounds) were educated.

A mestizo such as El Inca Garcilaso de la Vega, who was born in Cuzco in 1539, became the most important historian of the entire colonial period. He wrote **Comentarios Reales** (The Royal Tales) which explains the entire history of the Inca Empire and later Florida of the Inca where he narrates the De Soto's expedition to Florida. Both books are still read and have been translated in many languages.

Were the Spaniards who created the largest empire of the West cruel and inhumane? **La Leyenda Negra** or the Black Legend has portrayed Spaniards as cruel, vicious, bloodthirsty conquistadors who came to the Americas with "a thirst for gold" to become rich by plundering and exploiting the Indians. Seldom, if ever, are the Spaniards referred to as settlers and pioneers. The very word conquistador implies a warrior who comes to fight and kill. The Black Legend, as most other legends, has some truth in it. Some Spaniards, as soldiers in many past and present wars and military invasions, committed acts of cruelty. This, however, was not the norm. Spain's misdeeds were greatly exaggerated by enemies who committed themselves as many or more atrocities dealing with the Indians of the Western Hemisphere.

From the outset of the conquest of the Americas, **Queen Isabel de Castilla** (Isabel of Castile) decreed that Indians who became Christian were free subjects of the Spanish Crown. **Queen Isabel** reprimanded Christopher Columbus one time when she found out that he had brought several Indians from Hispaniola to be sold as slaves in Spain by telling him: "Admiral, how do you enslave my free subjects?" Spanish monarchs consistently ruled that the Indians be treated with respect. King **Fernando's** (Ferdinand's) Laws of Burgos of 1512 and the subsequent New Laws of 1542 declared that Native Americans should

Lesson 6.3

Handout #27 (Continued)

be given humane treatment. One of the laws of 1512 stated that “no Indian shall be whipped or bitten or called a dog or, any other name, unless it is his proper name.” Unfortunately for the Native Americans, the Court of Madrid was too far from the Spanish American colonies and, at time, the monarchs’ good intentions towards them were not obeyed.

Unlike England under the Tudor and Stuart dynasties, the Spanish Court debated openly and freely its colonial policy. Internal criticism was tolerated and welcomed. Dominican priests such as Antonio Montesinos and Bartolomé de las Casas strongly criticized the treatment of Indians in *encomiendas* and *repartimientos* both in the Americas and Spain. These institutions gave a group of Indians to an *encomendero* who could use them to work on mines or fields in exchange for teaching them the rudiments of Christianity. In actual practice, the Indians were exploited and frequently abused by cruel *encomenderos*.

It is an irony that the internal criticism of Spanish colonial policy and the limited freedom of the press and speech in Spain was, later used by its enemies to attack and begin the Black Legend against that country. Father las Casa published A Brief Account of the Destruction of the Indies in 1552. Las Casas advocated justice for the Indians, but this book and other publications were full of gross exaggerations. For example, he stated erroneously that between 30 to 50 million Indians had been killed by Spaniards in the Americas. The Brief Account was reprinted many times in France, England, the Netherlands, and German principalities along with bloody engravings of Spanish atrocities. Spain was the most powerful monarchy in Europe during the Sixteenth century, which caused envy and fear among the neighboring countries. Moreover, after the Protestant Reformation, Spain became the Protector of the Faith and began the Counter Reformation Movement.

These factors brought about a massive propaganda campaign against Spain. Authors of books, and government leaders in London, Paris, Frankfurt, and Amsterdam constantly criticized Spaniards as the most intolerant and cruel people in the world. To date Spain continues the fight to eradicate this negative image that still affects Latinos today in the United States.

Records show that Spain never pursued a policy of genocide or total destruction of the Indian population in the Americas. No other European country devoted so much effort and financial resources to convert the Indians to Christianity and to teach them reading, writing, and arts and crafts in hundreds of missions from California to the Straits of Magellan.

THE MISSIONS

The mission was an institution created by Spain in the Americas to bring about the peaceful incorporation of the Indians into the Spanish Empire. It is outstanding to note how such a few missionaries could convert tens of thousands of Indians without significant military protection. This institution was found in North, Central and South America. Missionaries from the Jesuit, Dominican and Franciscan orders labored under most difficult conditions and faced a great deal of risk.

THE MISSION SYSTEM IN THE UNITED STATES

There were over 200 Spanish missions established in what is today the United States. From the Atlantic Ocean to the Pacific Ocean thousands of Indians lived among missionaries. In some places like Florida and California they were highly successful; in others, like Texas, the missions had a difficult time persuading the nomadic Indians to change their life style and live inside the missions except when threatened by Plains Indians.

Critics of the mission system argue that it was a form of disguised slavery under the name of religion. They explain that an alien culture was imposed on the Native Americans and that European diseases killed many of them. They also claim that the Indians led a very regimented and monotonous life.

In defense of the mission system, historians point out that most of the friars had a sincere desire to peacefully integrate the Native Americans into Spanish society, although in a subordinate status. They point out that the missionaries fought constantly against soldiers and settlers that wanted to abuse the Indian living in the missions. Thousands learned to read and write, cultivate the land, raise cattle, construction trades, and religion.

The mission system was a method used by imperial Spain to extend peacefully its control over vast areas of the Western Hemisphere. Many Indians adjusted to life in the missions where many sought protection from cruel Spaniards and enemy Indian nations. For example, in Texas, Indians moved to the missions seeking protection from the Apaches.

Matching Questions

- _____ 1. Led an expedition of 17 ships to the Americas in September 1493.
 - _____ 2. Was given the title of "Protector of the Indians."
 - _____ 3. Indian of the Caribbean.
 - _____ 4. Delivered a sermon complaining about the abuse of Indians in Hispaniola in 1511.
 - _____ 5. Landed in North America in a place the explorer named Vinland.
 - _____ 6. Financed Columbus's first voyage to the Americas.
 - _____ 7. Conquered the Aztec empire in 1521.
 - _____ 8. Conquered the Inca empire in 1533.
 - _____ 9. Enacted the Laws of Burgos of 1512 which advocated humane treatment of Native Americans in the Americas.
 - _____ 10. Assembled the most famous geographers, ship builders, mapmakers of his time and financed many voyages of exploration to Africa.
- a. Antonio de Montesinos
 - b. Bartolomé de las Casas
 - c. Queen Isabella of Castile
 - d. King Ferdinand of Aragon
 - e. Christopher Columbus
 - f. Prince Henry the Navigator
 - g. Taíno
 - h. Leif Ericsson
 - i. Hernando Cortés
 - j. Francisco Pizarro

**Matching Questions Exercise
Answer Key**

1. e
2. b
3. g
4. a
5. h
6. c
7. i
8. j
9. d
10. f

ST. AUGUSTINE SCHOOL OF 1787

Introduction

In 1564, French Huguenots built an outpost called Fort Caroline, along the St. Johns River in present-day Jacksonville, Florida. Later that year, King Felipe II sent Admiral Pedro Menéndez de Avilés to the New World to drive the French out of Florida and conquer it for Spain. Menéndez was a most experienced sailor and the best man for the job. He had served his king for many years, ensuring safe passage for treasure ships, which traveled, to and from Spain to the Indies.

In September of 1565, Menéndez landed in Florida. He ordered the priests with his expedition to celebrate a Mass of Thanksgiving, and invited the local Indians to dine with his men in an act of friendship. He founded the city of St. Augustine on the place of his landing, and it became the first permanent European settlement in the United States.

St. Augustine School

The first integrated public school in the United States was opened in St. Augustine in 1787. It was financed with funds from the Spanish Treasury.

The King of Spain appointed two instructors. Father Fransisco Traconis, the first teacher, was a native of Cuba. Father Traconis received a salary of eight pesos a month, in addition to the three hundred pesos he earned each month as chaplain of the hospital. Traconis was in charge of the primary grades. José Antonio Iguiniz was the teacher for the students in the upper grades. The school was furnished with desks and benches; and the teachers were provided with basic materials.

The exact number of students enrolled is unknown; but a census taken in 1786 showed that 940 people lived in the community. They were divided into the following groups:

• Foreigners (From England and the United States)	85
• Minorcans, Greeks, and Italians	469
• Native Floridians	50
• Spaniards	46
• Slaves	<u>290</u>
Total	940

Lesson 6.5

Handout #30 (Continued)

School attendance was compulsory for white boys and voluntary for blacks. Many white boys did not attend after the age of fourteen when they were able to be employed as working apprentices.

The school was in operation until 1821. It was progressive in its rules and regulations; and unique in its education of black students. In contrast, support for public education and the education of both white and black students together was denied in the southern United States at the time.

TIMELINE OF SPANISH COLONIZATION 1493-1784

- 1493** Columbus brings sugar cane plants to Hispaniola from the Canary Islands.
- Early 1500s** The *encomienda* system is established allowing those with land grants to use the labor of the Native Americans living on the land in exchange for converting them to Christianity, paying them for their labor, and taking care of them.
- 1508** Gold mining begins in Puerto Rico and the first permanent European settlement in the Western Hemisphere is established.
- 1511** Diego de Velázquez de Cuellar conquers Cuba. First settlers arrive on the island of Cuba.
- 1515** Gonzalo de Vedosa establishes a sugar mill in Santo Domingo to make sugar from raw sugar cane.
- 1517** The production of sugar from raw sugar cane preempts all other uses for enslaved Africans. The Spanish monarch signs a contract allowing the importation of 4,000 Africans into Hispaniola.
- 1535** With Antonio de Mendoza as viceroy, Spain sets up the Viceroyalty of New Spain to govern Mexico and its claims in what will become the United States.
- 1536-1580** Buenos Aires is founded and then abandoned after attacks by Native Americans. The city is later re-established.
- 1544** Spain sets up the Viceroyalty of Peru to govern lands taken from the Incas.
- 1545** Fabulous silver veins are found near Mexico City, making the city the wealthiest Spanish colony.
- Silver is found on Mount Potosí in Bolivia.
- 1549** Fray Bartolomé de las Casas persuades the Spanish monarch to outlaw the abusive *encomienda*, the Spanish system of forced labor that enslaved Native Americans.

Lesson 6.6

Handout #31 (Continued)

- Mid-1500s** Manufacturing and other industries are discouraged in New Spain for fear of hurting businesses in Spain.
- Economy of Central and South American territories relies on nonrenewable resource of silver.
- 1690-1693** Viceroy of New Spain sends soldiers to East Texas to build missions and defends the area from the French. The project ends when the French do not appear interested in the area.
- 1717** Viceroyalty of New Granada – present-day Colombia, Ecuador, Panama, and Venezuela – is carved out of the Viceroyalty of Peru as more settlers come and the population grows.
- 1763** France cedes the Louisiana Territory to Spain at the end of the French and Indian War.
- 1765** Gaspar de Portolá becomes first governor of California and establishes a fort at San Diego while Fray Junípero Serra builds the first mission there.
- 1776** Juan Bautista de Anza leads first colonists over land from Arizona to establish presidio and mission at San Francisco, California.
- Buenos Aires is made the capital of the Viceroyalty of Rio de la Plata.
1. Spain regains possession of Florida.

BIOGRAPHIES OF SPANISH AMERICAN INDEPENDENCE LEADERS

Francisco de Miranda

Francisco de Miranda fought in three revolutions. Born in Caracas, Venezuela, in 1750, he went to Spain, and at 22 became a captain in the Spanish army. From Spain he went to the British colonies in North America and fought with the Patriots against Great Britain. He received the surrender of the British at Pensacola, Florida, in 1781. In 1792, Miranda fought in the French Revolution on the side of the revolutionaries. In 1806, he went home to join the patriots in the fight for independence, but the attempt failed and he escaped to England.

He returned in 1810, and on July 5, 1811, he and Simón Bolívar proclaimed Venezuela independent of Spain, the first republic in Hispanic America. In 1812, Spain counterattacked and seriously weakened Miranda's troops. An earthquake also struck Miranda's strongest area of resistance, and overcome by the circumstances, Miranda surrendered. His followers turned him over to the Spanish, and he died in 1816 in a Spanish prison. It was left to Simón Bolívar to complete the liberation of Venezuela.

Simón Bolívar

Bolívar, known as the Liberator, was born in Caracas, Venezuela, in 1783. In 1810, he joined with Francisco de Miranda to fight for Venezuelan independence from Spain and won a number of battles until the royalists defeated the army in 1815. After another attempt at liberation in 1816, he was finally successful in 1819 and was named president of Gran Colombia, which included modern Colombia, Venezuela, and Ecuador. Bolívar then took command of the independence movement in Peru and won its liberation in 1824. In 1825, he organized the government of Bolivia as an independent nation. Bolívar was a dictator, and after a time, leaders rose up in the various areas to challenge his power. Both Venezuela and Ecuador became independent nations in 1830. Bolívar resigned as president of Gran Colombia in 1830 and died the following year. He is remembered as the liberator of South America and a great hero.

José de San Martín

Born in Argentina, San Martín was trained in Spain as a soldier. He returned to Argentina in 1812 and offered his services to the revolutionaries. In 1817, he led a force of soldiers across the Andes to defeat the Spanish and free Chile. Elected president, San Martín stepped aside in favor of Bernardo O'Higgins, a native Chilean who had been fighting the Spanish since 1810.

Lesson 6.7

Handout #32 (Continued)

San Martín then moved on to Peru. He won a series of victories against royalist forces, seized the capital of Peru, and declared Peru independent. However, there was still a large Spanish force in Peru. San Martín wrote to Bolívar asking for help. The two met, but unable to agree on what they would do and rather than endanger the cause, San Martín resigned and allowed Bolívar to take command of the independence movement. Bolívar succeeded in freeing Peru from Spanish rule in 1824.

Antonio José de Sucre

Sucre joined the independence movement at 16 and became the chief aide to Simón Bolívar. A military genius, he won significant victories against the royalist forces in Ecuador, Colombia, and Peru. He served as the first president of Bolivia from 1826-1828.

Fray Miguel Hidalgo y Costilla

Hidalgo worked in the small village of Dolores in Mexico. Most of his parishioners were poor Native Americans and mestizos. In addition to being their priest, he tried to help them raise their standard of living by teaching them new methods to take care of their vineyards and by setting up a brickyard, a pottery works, and a tannery. He began the Mexican revolution on September 16, 1810, by ringing the church bell and calling on his parishioners to take back the land that had been theirs 300 years before. His speech became known as *El Grito de Dolores*, the cry of Dolores.

Some 60,000, mostly Native Americans, rallied to Hidalgo's side, and they fought the Spanish with clubs, knives, and their hands. For a time they appeared to be winning, and captured a large portion of the country. The creoles and peninsulares united against them, however, and supported the Spanish army. Hidalgo was eventually captured and executed.

José María Morelos

Morelos, also a priest, took over after Hidalgo's death. A better soldier than Hidalgo, his troops captured a large portion of southern Mexico and in 1813, he declared the nation independent. Again, the upper classes supported the Spanish army, and Morelos was captured and executed.

José Martí

Martí was a poet who spent his life working for Cuban independence. Exiled from Cuba, he wrote poems and political essays expressing the need for Cuban independence, not just from Spanish rule but from prejudice and injustice. Martí founded the Cuban Revolutionary Party while living in the United States from 1881 to 1895. He returned to Cuba to lead the War of 1895, but was killed early in the war.

Lesson 6.7

Handout #32 (Continued)

Antonio Maceo, Máximo Gómez

After Martí's death, Maceo and Gómez continued the fight for Cuban independence. Knowing that the Spanish outnumbered his troops five to one, Gómez introduced guerrilla warfare. The war dragged on, and in 1898, a new government came to power in Spain promising reforms. However, a series of events led to the Cuban-Spanish-American War, victory for the United States, and Cuban freedom from Spain. A U.S. military government was put in place to run the country until it was considered ready for independence. In 1902, Cuba was finally granted independence.

Maceo and Gómez had also led the fighting in the Ten Years' War from 1868 to 1878. That war ended, not in independence but with an agreement that the Spanish government would begin a series of reforms such as abolishing slavery. Few of the reforms were ever carried out, which only added fuel to the revolutionary fires.

Luis Muñoz Rivera

The leader of the Autonomist Party in Puerto Rico, Rivera believed that Puerto Rican independence could be worked out with the new, more liberal government that came to power in Spain in 1898. Rivera was correct, and the new government granted Puerto Ricans the same rights as Spanish citizens as well as the right to elect an assembly and representatives to the Spanish Parliament. The first assembly met on July 17, 1898. However, the Cuban-Spanish-American War intervened, and Puerto Rico became a protectorate of the United States.

FIRST SPANISH PERIOD (1565-1763)

Throughout the first Spanish period in Florida the settlers and soldiers of St. Augustine had to depend on a financial subsidy called the **situado** sent each year from Mexico City. **La Florida** was not self-sufficient. When the **situado** failed to arrive on time, the population of **La Florida** came close to starvation. The situation improved somewhat when a cattle industry was developed in the area of present-day Alachua County. In fact, the name Alachua may have come from the **rancho La Chúa**. The cattle ranches provided St. Augustine with meat for local consumption and exported meat and hides to Cuba and Spain. During the first half of the 18th century the cattle ranches were abandoned because of Indian and British raids.

Besides St. Augustine, the other Spanish city established in **La Florida** was Pensacola, which was founded for the second time in 1698. These two cities were too far apart for close contact, and Pensacola was protected by a wooden fort named **San Carlos de Austria** and St. Augustine by the **Castillo de San Marcos** built with coquina stone. St. Augustine was twice attacked by British armies. The first was led by James Moore of South Carolina in 1702, and the second time by Governor James Oglethorpe of Georgia in 1740. Both times the entire population of St. Augustine sought safety inside the **Castillo**. The British attacked the fortress unsuccessfully. They did manage to burn the entire city of St. Augustine twice. This city was a lone outpost protected by a few hundred soldiers in the far reaches of the Spanish Empire.

During the Seven Years War called the French and Indian War in the United States, the British captured Havana, Cuba. In 1763 Spain had to give up **La Florida** to Great Britain in order to recover Havana. The entire population of Florida, which was made up of 3,046 people, left for Cuba, including the few remaining Indians and the Blacks from Fort Mosé. England ruled in Florida for the next twenty years and divided Florida into two colonies, East Florida and West Florida.

During this period the British gave many land grants in the Floridas. One of the recipients of these grants was Dr. Andrew Turnbull from Scotland. Turnbull acquired 100,000 acres in the area of Mosquito Inlet, approximately eighty miles south of St. Augustine. He named the location New Smyrna since Smyrna was his Greek wife's place of birth in Asia Minor.

Turnbull recruited 1,403 Minorcans, Greeks, and Italian peasants to work on his Florida indigo plantation. The Minorcans came from one of the Balearic Islands in the Mediterranean Sea. Today these islands belong to Spain. Turnbull brought his recruits in eight ships arriving in New Smyrna in August

Lessons 7.1, 7.2, 8.2

Handout #33 (Continued)

of 1768. The settlement had trouble from the very beginning. Adding to 148 passengers who died during the voyage, 300 others died of disease and lack of food during the first winter in Florida. The mostly Minorcan laborers in New Smyrna complained of cruel treatment by the indigo plantation overseers and of horrible working and living conditions. The immigrants had signed a seven-year indentured servant contract whereby they had to provide free labor during that period in payment for the cost of the voyage.

In 1777 the remaining 600 colonists, including the Minorcans, led by Francisco Pellicer fled New Smyrna to St. Augustine. The British governor of East Florida, Patrick Tonyn, gave them permission to settle on land north of the City Gate. The 400 Minorcans settled and prospered in St. Augustine assisted by their priest Pedro Camps. Their descendants still live in Florida and in other parts of the United States.

Some individuals of Minorcan background rose to prominence. José Mariano Hernández (1788-1856) became Florida's first territorial delegate in Congress, first to preside over the Territorial Legislature and the first Hispanic to be awarded the rank of brigadier general. Stephen Vincent Benet (1827-1895) became Florida's first appointee to West Point Military Academy. In 1874 he became the youngest brigadier general of his time. General Benet fought for the Union during the Civil War. Three of his grandchildren, Stephen Vincent, William Rose, and Laura, achieved literary fame.

Due to the capture of Pensacola by General Bernardo de Gálvez in 1781, and other Spanish victories during the American Revolution, Spain regained the Floridas. This time it would be a weaker Spanish presence in East and West Florida, facing an expansionist young United States.

THE CASTILLO de SAN MARCOS

The **Castillo de San Marcos** defended Spanish Florida successfully during the colonial years. The **Castillo** was never captured by the British, who attacked it twice, and the **Castillo** was the only reason that Spain was able to hold Florida for as long as it did.

The construction of the fortification began in 1672, two years after the founding of Charles Town (today's Charleston) by the British. With the British a few days sail from **San Agustín**, Spanish Florida was greatly at risk of a military and naval attack. Ignacio Daza, a military engineer from **Havana, Cuba**, designed and began the construction. He died six months later and another Havana engineer, Juan de Ciscara Ibáñez, took over the supervision.

Twenty-three years later, in 1695, the **Castillo** was completed during the administration of a Havana-born governor, Laureano Torres de Ayala. The walls of the massive fortification are twelve feet thick at the base and eight at the top. The **Castillo** has a large square in the center and four bastions in each of its corners.

The **Castillo de San Marcos** first came under fire in 1702 during the War of Spanish Succession, also known as Queen Anne's War. For fifty days South Carolinians attacked the **Castillo** until they gave up and returned home.

In 1740 an army of Georgians and Carolinians led by Oglethorpe bombarded the **Castillo** for twenty-seven days. Again, the **Castillo** proved to be unassailable. The walls of the **Castillo** were built with a shell-like stone called coquina which, was taken from nearby Anastasia Island. This stone is unique in that it does not shatter when hit by a cannonball. The coquina walls seemed "to swallow" the cannonballs, to the chagrin of the British attackers. The patio and the rooms of the **Castillo** were large enough to accommodate all of the 3,000 people of **San Agustín** and the 100 Fort Mosé residents as well. During both British attacks all 3,100 residents moved to the **Castillo**. The **Castillo** was named Fort Marion in 1825, but the original name was restored in 1942. The **Castillo de San Marcos** is open for visitors and is administered by the National Park Service, together with the St. Augustine Historical Society.

Cost

The estimated cost of construction was 70,000 pesos but by the time it was finished a total of 138,375 pesos had been spent. In today's money this would equal an amount of \$218,632.

Lesson 7.1

Handout #34 (Continued)

As forts were so expensive to build, Spain devised a way to obtain the needed resources. Each time a Spanish explorer found a treasure he would have to pay anywhere from twenty to fifty percent to the King of Spain.

Parts of the Castillo

- Bastion - a part that is built out of a corner allows defenders of the fort to fire upon a larger area. There are four bastions at San Marcos.
- Curtain - a wall connecting two bastions which is part of the main wall.
- Glacis - gradual slope created between a fort and the open area surrounding it to prevent surprise attacks, as it allowed the defenders to see attackers coming from afar.
- Portcullis - a large room made of iron or wood bars that closed behind the drawbridge to prevent anyone from entering the fort.
- Ravelin - triangular shaped building in front of the main gate that protects the entrance to a fort.
- Sally Port - opening in the wall of a fort used by soldiers when going out to attack the enemy. At San Marcos it is also the entrance to the fort.
- Terreplein - a broad, flat raised area on which cannon were placed to fire on attackers -- it is also called the gun deck.
- Moat - an area dug out around the fort and filled with water; it prevented easy access from anywhere, except the drawbridge.
- Wells - inside wells are necessary to keep ample water supply in case of an enemy siege.

**THE ST. AUGUSTINE SCHOOL:
THE FIRST INTEGRATED PUBLIC SCHOOL IN THE UNITED STATES**

Primary Source

The first integrated school in the U.S. was opened in St. Augustine in 1787, although a school for white children had already been founded there in 1606 and closed in 1763.

The King of Spain appointed two teachers. Father Francisco Traconis, a native of Santiago de Cuba, was the first teacher of the first integrated school, receiving a salary of eight pesos a month over and above his regular salary of three hundred pesos as chaplain of a hospital. He was in charge of the primary grades. The other teacher, Jose Antonio Iguñiz, was in charge of the upper grades. The school was furnished with desks and benches.

The exact number of students is not known but a census taken by Father Hassett in 1786 shows that the 940 people who lived in this community comprised four groups:

- Foreigners (British and United States) 85, and owned 126 slaves.
- Minorcans and a few Greeks and Italians who had come from the New Smyrna colony 469, who had brought 70 Blacks.
- Named Floridians by Father Hasset - included 50 people who had lived in Florida prior to 1763, and with them were 82 Blacks.
- Spaniards - 46 with 12 slaves.

The total population of 940 was divided into 650 White and 290 Blacks, of whom 69 were boys and 74 were girls, ages 7 to 15. It is assumed that the number of students was less than the number of White school age boys -- 69 -- because at this time boys were employed as apprentices at 14. The number of Black students is not mentioned.

It is established that school was compulsory for White boys and voluntary for Blacks.

The school was in operation until 1821 and was without question ahead of its time in rules and regulations. During this time education was denied by law to Blacks in the southern United States.

Public support for education and education of White and Black students under the same roof in St. Augustine was unique at that time.

EL RANCHO LA CHÚA

Vaqueros or cowboys are usually thought to be from Texas or other Southwestern states. However, the first cattle ranches in the United States were in Florida. Juan Ponce de León brought the first cattle and horses to North America during his unsuccessful attempt to colonize Florida in 1521. Later the Spanish established their first permanent settlement in St. Augustine in 1565.

During the last half of the seventeenth century cattle ranches flourished in central Florida. One of the largest and most successful was **el rancho** (ranch) **La Chúa**. The ranch belonged to the Menéndez Márquez family who was related to the founder of Florida, Pedro Menéndez de Avilés. **La Chúa** ranch extended from the St. Johns River westward to the marshes of the Gulf of Mexico and from Lake George north to the Santa Fe River. At one point **La Chúa** had one-third of all the cattle and horses in Florida.

Tomás Menéndez Márquez was born in Florida in 1643 to Francisco Menéndez Márquez and his Cuban wife, Doña Antonia de Pedrosa. While serving as acting governor, Francisco obtained money to run a cattle ranch. Francisco Menéndez's **La Chúa** was worth 8,000 pesos and showed an annual profit of 700 pesos. He died when his son Tomás was six years old. When Tomás Menéndez grew up and took over the ranch, it was in ruins. An Indian rebellion had killed most of the cattle. Gradually, he increased his herds and became a successful rancher. The construction of the **Castillo de San Marcos** increased the demand for meat in **San Agustín**.

La Chúa grew in size, became the largest **rancho**, and soon Tomás Menéndez had 7,000 head of cattle. He sold hides to Cuba and Spain and meat to **San Agustín** and the Spanish missions. The Florida **vaqueros** were Blacks, Hispanics and Florida Indians. War destroyed **La Chúa**. James Moore's invasion of Florida in 1702 with an army of Carolinians and Creek Indians forced the Menéndez Márquez family to abandon the ranch. Tomás Menéndez died in New Spain in 1706. This **criollo** or creole **vaquero** of Spanish-Cuban background was the most successful **ranchero** in Florida.

Reference: Ann L. Henderson and Gary R. Mormino, Editors, Spanish Pathways in Florida, Pineapple Press, Sarasota, Florida, 1991, pp. 118-139.

THE MISSIONS OF LA FLORIDA

The first mission in Florida, **Nombre de Dios** (Name of God) was founded in **San Agustín** by secular priests who came with Menéndez in 1565. The following year Governor Menéndez brought Jesuit missionaries. The Jesuits established missions as far north as the present state of Virginia. Many Jesuits were killed by the Indians and they decided to leave Florida. They were replaced by Franciscans who arrived in 1573. The Franciscan missionaries were successful in building an effective mission system throughout La Florida. The Franciscans taught thousands of Indians farming, cattle raising, arts and crafts, carpentry, weaving, reading and writing, as well as religion.

The Franciscans also studied the native languages of the Indians and compiled dictionaries and grammar books. In 1614 the missions of **La Florida** were visited by Fray Luis Jerónimo de Oré, commissary-general of the Indies of the Franciscan Order. After his visit, Father Oré published a book called Martyrs of Florida. He described how one priest, Father Francisco Pareja, had written a Timucuan-Spanish dictionary and grammar book along with several Timucuan language religious books. Father Oré was amazed at how quickly the Indians learned to read. He stated "with ease many Indian men and women have learned to read in less than two months, and they write letters to one another in their own language." In essence, the Franciscans were implementing bilingual education for the first time in the United States in the Florida missions.

By 1655 the Franciscans had converted 26,000 Timucuan and Apalache Indians who lived in thirty-eight missions attended by seventy friars. The missions extended north from St. Augustine to the Carolinas, and west from St. Augustine toward the Gulf Coast of Florida. The missions came to a tragic end. Between 1702 and 1706 the British Governor James Moore of South Carolina led several invasions to **La Florida** burning all the missions to the ground. Some Franciscan missionaries were massacred and thousands of Florida Indians were sold into slavery in Charleston. The few hundred Indian survivors moved to St. Augustine to be close to the protection of the Castillo de San Marcos.

Short Poems

One of the most delicate forms of poetry is the HAIKU. Haiku comes from the word *haiku*, meaning, "beginning phrase." The small poem makes a statement or paints a picture through a careful choice of words. The content is usually about nature and the poet's emotions about nature.

Bashō, a 17th century master of the haiku in Japan, said of it, "Let your hokku resemble a willow branch struck by a light shower and trembling a little in the wind." His best known hokku was, at the time, memorized by every Japanese schoolchild.

The old pond, aye! and
The sound of a frog leaping
Into the water.

Even though the formula for writing a haiku is simple, it is not easy to say something significant in seventeen syllables.

Haiku

Line 1 – five syllables
2 – seven syllables
3 – five syllables

Originally, the hokku was the first three lines of a TANKA. They are now separate forms of poetry. The extra lines allow a little more elaboration. Simply add two 7-syllable lines to a haiku and you have a tanka.

Tanka

Line 1 – five syllables
2 – seven syllables
3 – five syllables
4 – seven syllables
5 – seven syllables

Cinquain

Line 1 – two syllables
2 – four syllables
3 – six syllables
4 – eight syllables
5 – two syllables

HISPANICS IN THE AMERICAN REVOLUTION

Shortly after his appointment as Commander-in-Chief of the Continental Army of the thirteen colonies, General George Washington asked his officers to take an inventory of the military supplies of the colonies. When informed that there were only 10,000 pounds of gunpowder in all the colonies at war, General Washington was "so struck by the news that he did not utter a word for half an hour." With so little gunpowder, each Patriot soldier would be able to shoot just nine times! The need to find weapons, military and medical supplies, food, and money became the most important objective of the army and the Patriot government in Philadelphia.

It was extremely difficult in 1775 for the thirteen colonies to conduct a successful war against Great Britain, the strongest naval and military power in the world at the time. The American colonies were not even united in their willingness to fight for independence. According to historians, only one-third wanted independence, while another third opposed it, and the rest were neutral. After France declared war against England, General Washington felt it was necessary for Spain to also enter the war to achieve victory. He wrote to Governor Morris on October 4, 1778, saying: "If the Spaniards would but join their fleets to those of France and commence hostilities, my doubts would all subside. Without it, I fear the British Navy has too much in its power to counteract the schemes of France." Without the considerable diplomatic, financial, military and naval support of France and Spain and, to a lesser degree, the Netherlands, the American Revolution might have failed.

Financial Assistance to the American Revolution

Before the colonies issued the Declaration of Independence on July 4, 1776, the Spanish Ambassador to France, the Count of Aranda, met with the French Minister of Foreign Affairs, the Count of Vergennes, to discuss how each country could help the American colonies. Both France and Spain were ruled by Bourbon monarchs, Louis XVI and Carlos III, who were bound by the Bourbon Family Pact. They viewed the rebellion of the thirteen colonies as a great opportunity to punish their ancient enemy, Great Britain. Being aware of the desperate situation of the thirteen colonies, the Bourbon kings agreed to give them a gift of two million Tournois Pounds (a French currency), each nation supplying one million.

The Tournois Pound was a "unit of accounting" during the Middle Ages. In 1667 it became the "currency of accounting" for all the Kingdom of France and its provinces: 1 Tournois Pound equals 20 sous - 1 sou equals 5 centimes equals 5 francs. With that amount of money, the Continental Army received

Lessons 7.3, 8.5

Handout #39 (Continued)

the following: 216 brass cannons, 209 gun-carriages, 27 mortars, 12,826 shells, 51,134 bullets, 3,000 boxes of gunpowder, 30,000 guns with bayonets, 4,000 tents, and 30,000 suits.

A Spanish corporation, Rodriguez, Hortalez y Cia, was organized to send the shipments. Later, another corporation headed by Diego de Gardoqui (who would later serve as Spain's first ambassador to the United States from 1785 to 1789), called Gardoqui and Sons Corporation continued to assist the thirteen colonies until the end of the war.

The Spanish colonies in the Americas provided considerable financial assistance to the thirteen colonies. Louisiana's governors Luis de Unzaga and Bernardo de Gálvez gave gunpowder, rifles, medicine, food, and other vital supplies to the armies of General George Washington in Virginia and General George Rogers Clark in the Ohio Valley. Junípero Serra, the founder of the Franciscan missions in California, requested that in that territory each Spaniard contribute two pesos and each Indian one peso.

In the spring of 1781, General Washington and General Rochambeau were desperate for money to buy weapons, military supplies, food, and clothing, and to pay their soldiers' salaries in arrears. Rochambeau wrote several letters to French Admiral de Grasse requesting immediate financial assistance. A ship was sent to Havana, Cuba, and 1,200,000 tournois pounds were raised in a few days. The money was taken to the Chesapeake Bay and given to the two generals to help finance the Yorktown campaign which ended with the surrender of the British army on October 31, 1781.

Another type of financial assistance was that provided to the small fleet in Havana of the seven ships of Alexander Gillon from South Carolina. In 1778 Gillon's ships were repaired, armed, and equipped at a cost of 64,424 pesos. Juan de Miralles (who would later serve as the Spanish diplomatic agent in the thirteen colonies) paid for the repairs at the Havana shipyards. The financial assistance provided by Spain and its colonies proved crucial to the success of the American Revolution. Without the significant financial assistance of Spain, and also France, it would have been extremely difficult for the thirteen colonies to defeat Great Britain.

Hispanics Fighting under the Thirteen Colonies

Some Hispanics served in the Continental Army and in the Navy during the American Revolution. One of them was Jorge Farragut, who was born in Ciudadela, Menorca. Today this island is part of the Spanish Balearic Islands

Lessons 7.3, 8.5

Handout #39 (Continued)

in the Mediterranean Sea. Farragut became a first lieutenant and later a captain of a ship in the navy of South Carolina. He fought the British at Savannah and was captured at Charleston. Later he was exchanged as a prisoner of war and joined the forces of General Francis Marion fighting at the battles of Cowpens and Wilmington. At the end of the war, Farragut had attained the rank of major in the cavalry.

Jorge Farragut was the father of David Glasgow Farragut, who would later become the first person in the United States to be awarded the rank of four-star admiral of the navy at the end of the Civil War.

The Military Campaigns of General Bernardo de Gálvez

Bernardo de Gálvez had had a successful military career in the Spanish army, participating in wars in Europe, North Africa, and New Spain (Mexico). At the age of 29 he was appointed the Spanish governor of Louisiana. This territory encompassed all or part of thirteen present U.S. states extending from the Gulf of Mexico to Canada and from the Mississippi River to the Rocky Mountains. Once in office the young governor began helping the American Patriots by opening the Port of New Orleans and the Mississippi River to them, confiscating eleven British ships, and expelling all British subjects from the territory. He continued the covert military assistance of his predecessor to the thirteen colonies.

On June 21, 1779, Spain declared war against Great Britain. Gálvez organized a small army in New Orleans and in a few weeks captured five British forts in the Mississippi Valley, taking over 1,000 prisoners. One of his subordinates, Ferdinand de Leyba, repulsed a combined British and Indian attack on St. Louis on May 26, 1780. A few months later, on February 12, 1781, a small unit of Spanish soldiers captured the British fort of St. Joseph on Lake Michigan. The King of Spain, recognizing Gálvez's military exploits, promoted him to brigadier general.

General Gálvez continued his attacks on the British in the Gulf of Mexico. After a siege of twenty-one days he captured the city of Mobile. Gálvez began immediate preparations for the capture of Pensacola, one of the most important British strong holds in the Gulf of Mexico. This city was the capital of the British colony of West Florida and was defended by a British and Indian army of 2,500 soldiers and two frigates. Receiving reinforcements from Havana, Cuba, Mobile and New Orleans, General Gálvez's army eventually numbered 7,677 soldiers. His international army was made up of black and white soldiers born in Spain, Mexico, Cuba, Puerto Rico, Santo Domingo,

Lessons 7.3, 8.5

Handout #39 (Continued)

Louisiana, and other Spanish territories. A large Spanish fleet commanded by Admiral José Solano y Bote participated in the siege of Pensacola.

General Gálvez's bravery was demonstrated time and again. When a Spanish naval officer, José Calvo de Irazabal, refused to risk entering Pensacola Bay after his flagship, the San Ramón, ran aground, Gálvez led three ships past the guns of the British fort and successfully penetrated the bay. During the entire battle Gálvez was often on the front line leading his soldiers and was seriously wounded in the battle.

After two months of heavy fighting, the British surrendered Pensacola on May 8, 1781. General Gálvez was promoted to lieutenant general, named additionally governor of Florida, and made a count by King Carlos III of Spain. His coat of arms depicted him on a ship with the inscription **Yo Solo** (or I Alone) in remembrance to his courageous act of entering Pensacola Bay with three tiny ships. Later, General Gálvez was appointed governor of Cuba and, upon the death of his father, Matías de Gálvez, he became viceroy of New Spain.

Historian Orwin Rush has called the battle of Pensacola "a decisive factor on the outcome of the Revolution and one of the most brilliantly executed battles of the war." This is the only battle of the American Revolution about which the commanding general wrote a contemporary account. Gálvez's Diario is a remarkable day-by-day account of the siege of Pensacola.

A few months later Cuban-born General Juan Manuel de Cagigal, who was General Gálvez's second-in-command at Pensacola, captured the Bahamas. Gálvez's, Matías, the viceroy of New Spain, also fought the British in Central America.

It is indisputable that Spain and its Spanish American colonies played a significant and decisive role in the American Revolution. As a result of the Peace of Paris of 1783 that ended this conflict, the thirteen colonies achieved their independence and Spain regained East and West Florida from Great Britain.

REDISCOVERY AND SETTLEMENT OF NUEVO MÉXICO

The **Tierra Nueva** explored by Coronado was ignored for about forty years. Then in 1581 seven soldiers led by Captain Francisco Sánchez Chamuscado and three Franciscans, including Fray Agustín Rodríguez, found their way up the Rio Grande to the land of the Pueblo Indians. They named the area **San Felipe del Nuevo México**. Fray Rodríguez and another missionary stayed behind to convert Pueblo Indians to Christianity. When no news from the priests was received, Antonio de Espejo led another expedition the following year to search for them. Espejo found out that they had been killed by the Indians. He then explored New Mexico and Arizona.

In 1590 another army officer, Gaspar Castaño de Sosa, explored New Mexico without the Crown's permission. This was a "no no" in Spain. Castaño was arrested and sentenced to six years of exile in the Philippine Islands for his unauthorized **entrada**.

At last the Crown felt New Mexico should be settled permanently. The viceroy of New Spain selected a wealthy, Mexican-born Creole, Juan de Oñate.

Oñate left north from Santa Bárbara in January 1598. His expedition consisted of 129 soldiers, several traveling with their wives and children, Mexican Indian helpers, and ten Franciscans. They brought 83 wagons and 7,000 cattle. In mid June the expedition arrived at a Pueblo village that Oñate named San Juan de los Caballeros. Two years later Oñate transferred its capital to San Gabriel.

Oñate conducted various explorations during his tenure in New Mexico as governor. In 1601 he took seventy-five soldiers on an expedition through Oklahoma and Kansas. In 1604-1605, Oñate made his way to Colorado River's mouth on the Gulf of California. This was the same place that had been visited by Hernando de Alarcón in 1540. On the way back Oñate's soldiers stopped at El Morro, a promontory between Ácoma and Zuñi Pueblos.

THE SETTLEMENT OF ARIZONA

Arizona was part of New Mexico during the entire Spanish and Mexican periods. After the U.S.-Mexican War, Arizona continued to be part of the territory of New Mexico. It was not until 1863 that Arizona was separated from New Mexico, becoming the Arizona territory. Although Arizona had been visited by many explorers such as Álvar Núñez Cabeza de Vaca, Esteban, Fray Marcos de Niza, Melchor Díaz, Francisco Vásquez de Coronado, Antonio Espejo, Juan de Oñate, Marcos Farfán, and others, it was not until the arrival of Jesuit missionary Father Eusebio Francisco Kino that Spain made an effort to colonize the area.

In 1687 Father Kino arrived in the area known as **Pimería Alta** or place of the Upper Pimas. This area encompassed the present Mexican State of Sonora and the southern part of Arizona. Father Kino made his headquarters in the mission of **Nuestra Señora de los Dolores** (Our Lady of the Sorrows) about 55 miles from Arizona's Tumacácori mission. For the next 24 years until his death in 1711, Father Kino founded a chain of 25 missions and made 36 explorations, 15 of which were in Arizona. The "**Padre on the Horseback**," as he has been called, established 20 cattle ranches and farmed extensively to provide food for the Indians of **Pimería Alta**.

Spanish settlers moved to Southern Arizona and **presidios** and **pueblos** were founded. The first **presidio** and town was founded at Tubac. By 1767 Tubac had 200 people, not counting the military garrison. It was from the Tubac **presidio** that Juan Bautista de Anza made two expeditions to California. By 1820 the Hispanic population in southern Arizona grew to slightly over a thousand people. The people lived around the two settlements of Tucson and Tubac. The settlers lived a harsh and dangerous life facing the constant threat of Apache Indians attacks.

ACROSS THE RIO GRANDE

The French Threat

In the late seventeenth century the Spanish borderlands in North America were being challenged by both England and France. On the east, Spanish Florida was at risk as the British moved south and encroached into the Spanish area of the present states of North and South Carolina. On the west, France was preparing to challenge Spain in Texas and the Gulf of Mexico. France, under the rule of the powerful monarch Louis XIV, the so-called Sun King, was a potential threat to the security of Florida, the unoccupied province of Texas, New Mexico, and the rich silver mines of northern Mexico or New Spain as it was then called. The Spanish-controlled sea lanes of the Gulf of Mexico were also in danger.

West Texas is Settled

Texas or **Tejas**, as it was known, was first settled by Spain in the West. The earliest missions were founded in El Paso, which today is within the present boundary of Texas, but during the seventeenth century was part of New Mexico. Between 1680 and 1682 the missions of Corpus Christi de la Ysleta and Nuestra Señora de la Concepción del Socorro were founded to serve the refugees who had fled New Mexico's Pueblo Indian Revolt of 1680. The church at Ysleta del Sur Pueblo in El Paso is still serving Native Americans. Ysleta del Sur is the oldest European city in Texas.

The Settlement of East Texas

Spanish interest in East Texas was due to the French attempt to establish a presence in that area. In 1682 Frenchman René Robert Cavelier, Sieur de La Salle, had sailed down the Mississippi River to its mouth claiming the area for France. He named the territory Louisiana in honor of King Louis XIV. La Salle returned to France and requested permission from the king to colonize the Louisiana. King Louis XIV agreed and La Salle left France with four ships and approximately 300 colonists, including several women and children, in 1684. He wanted to land in the area of the mouth of the Mississippi River but ended on the Texas coast. The following year, La Salle built a small fort that he named Fort St. Louis, five miles up Garcita Creek, near Matagorda Bay.

The news of the French presence in East Texas greatly alarmed Spanish officials who rightfully saw it as a threat to the silver mines of New Spain and to shipping in the Gulf of Mexico. The Viceroy of New Spain sent a military officer, Alonso de León, to find the French and establish missions among the

Lesson 7.4

Handout #42 (Continued)

Indians of East Texas. De León, who later was named governor of Coahuila, led several expeditions into Texas from 1686 to 1689. On his last expedition of 1689, De León was accompanied by Father Damién Mazanet, also spelled Massanet, and four other priests. In April of that year De León and his men found the French fort in ruins. From two French survivors they found out how sickness, hunger and internal fighting, as well as Indian attacks had destroyed the settlement. The French soldiers also explained that La Salle himself had been killed by several of his men two years earlier.

In 1690 De León and Father Mazanet founded two missions: San Francisco de las Tejas and Santísimo Nombre de María or Holy Name of Mary. The province was called **Tejas**, which was a Caddo-language word used by the Hasinai Indians meaning "friends" or "allies." The Indians used the word **Tejas** to greet the Spaniards, so the Spaniards took this name for the territory.

HISPANICS IN THE UNITED STATES TODAY

Population Projection: 1980 – 2010

<u>YEAR</u>	<u>LATINOS/HISPANICS</u>
1980	14,000,000
1990	22,000,000
2000	30,000,000
2010	41,000,000
2020	53,000,000

States with the Largest Latino/Hispanic Population

<u>STATE</u>	<u>APPROXIMATE LATINO/HISPANIC POPULATION</u>	<u>RANK</u>
California	7,700,000	1
Texas	4,300,000	2
New York	2,200,000	3
Florida	1,600,000	4
Illinois	900,000	5
New Jersey	700,000	6
Arizona	700,000	7
New Mexico	600,000	8
Colorado	400,000	9

Latinos/Hispanics by Ethnic Groups

Mexican Americans	13.4 Million
Puerto Rican Americans	2.7 million
Cuban Americans	1.1 million
Dominican Americans	0.5 million
Central Americans	1.3 million
South Americans	1.0 million
Other	<u>2.0 million</u>
Total	22 million

STATISTICAL INFORMATION ON HISPANIC BUSINESSES

The following information was taken from a 1992 Survey of Minority-Owned Business Enterprises:

- There were approximately 862,605 Hispanic businesses in the United States compared to 17.3 million in the United States overall.
 - Receipts for Hispanic-owned firms were \$76.8 billion compared to \$3.3 trillion for United States firms overall.
2. About two-thirds of firms owned by Hispanics were located in either California, Texas, or Florida. New Mexico had the highest concentration of such firms with 20 percent of its businesses being Hispanic-owned.

The following information focuses on Florida's job market and is taken from Bouvier, L.F. & Weller, B. (1992). Florida in the 21st Century: the Challenge of Population Growth. Florida's employment distribution is concentrated on tourism and retirement migration, which differs markedly from the rest of the nation.

Non-Agricultural Employment Distribution, Florida and
The United States (percent)

<u>Industry</u>	<u>Florida</u>	<u>United States</u>
Mining	0.2	0.7
Construction	6.5	4.9
Manufacturing	10.3	18.1
Transportation/Communication/ Public Utilities	5.0	5.3
Trade	27.3	23.8
Finance/Insurance/Real Estate	7.0	6.3
Services	28.5	24.7
Government	15.3	16.3

SECOND SPANISH PERIOD (1783-1821)

When the Spaniards reoccupied Florida, St. Augustine returned to its former status as an isolated military post depending upon outside sources for financial support. Spain's second occupancy of Florida was a difficult period and the Spanish governors had problems controlling the interior of east and west Florida. Spain itself faced the most difficult time of its history when in 1808 Napoleon Bonaparte invaded the Iberian Peninsula and soon after its Spanish colonies, from Mexico to Argentina, revolted. The Spanish nation was fighting what they called their war of independence against the French army who had placed Napoleon's brother, José Bonaparte, as King of Spain and at the same time was facing revolutions throughout the Americas. Therefore, Spain was in no condition to properly reoccupy the Floridas and to protect these two colonies against the expansionist ambitions of the young republic of the United States of America.

Lesson 8.2
Handout #47

**THE UNITED STATES ACQUIRES
EAST AND WEST FLORIDA (1810-1821)**

The acquisition of West Florida was the first objective of U.S. policy makers. In September 1810, Anglo American settlers with U.S. support arose in revolt and took the Spanish fort at Baton Rouge. They declared the "Republic of West Florida," brought down the Spanish flag, and replaced it with a blue flag with a long silver star. After proclaiming independence, the young asked for admission into the United States. It is interesting to note how Texas would follow the example of West Florida in just a few years.

President James Madison issued a proclamation on October 27, 1810, annexing West Florida up to the Perdido River, although the U.S. occupied only the smaller area up to the Pearl River. The Spanish government filed a vigorous but fruitless protest to the U.S. State Department. It must have astounded the Spanish government to become the victims of territorial expansion by a republic to which they had given so much financial, military, and naval assistance just 29 years earlier! Two years later, by the act of May 14, 1812, the U.S. Congress formally annexed the Spanish land between the Pearl and Perdido Rivers.

The next territory to be attacked was East Florida. For some time U.S. Secretary of State John Quincy Adams had been negotiating with Spanish Ambassador Luis de Onís in Washington, D.C., trying to persuade Spain to give up East Florida. General Andrew Jackson, who hated both Spaniards and Indians, was given authorization by President James Monroe to pursue Indians into Spanish Florida. In April 1818 General Jackson invaded Florida and captured the military post of St. Marks, replacing the Spanish flag with the Stars and Stripes. Two British soldiers were apprehended, tried by a court martial, and shot. Additionally, the Tennessee general captured Pensacola and fired the Spanish governor. He later expressed regrets that he did not hang the Spanish governor.

After this new attack Spain had only two choices, either to go to war against the United States or to give up what was left of Florida. Spain decided to bow to the inevitable loss of the territory since it was still fighting to suppress the revolt in its American colonies. So on February 22, 1819 the Adams-Onís Treaty was signed in Washington. By the terms of the treaty the United States acquired the Floridas and agreed to assume the claims of its own citizens against Spain for approximately five million dollars. In many U.S. history textbooks this treaty is referred to as the "purchase of Florida" when in reality Spain did not receive even one dollar.

Two years later the Spanish flag was brought down for the last time over the **Castillo de San Marcos** and Florida became a territory of the United States.

**LETTER WRITTEN BY
PRESIDENT THOMAS JEFFERSON IN 1803**

Primary Sources

We have some claims...to go eastwardly [into West Florida]...These claims will be a subject of negotiation with Spain and if, as soon as she is at war, we push them strongly with one hand, holding out a price in the other, we shall certainly obtain the Floridas, and all in good time.

THE AGE OF THE RANCHOS

The land grant system had been introduced in California in 1784. Since most of the fertile coastal land belonged to the missions only twenty grants had been awarded to **rancheros** up to 1833. Since the secularization of the missions to 1846, 700 land grants were given to individuals who had requested them from the government in Mexico City. With the passing of the mission system, the **ranchos** now were the center of activity in California during the last decade of the Mexican period.

Each **California rancho** held a position of great respect in his self-contained **rancho** community. The **rancheros** had large families and their married children frequently remained in their household along with many in-laws, other relatives, and many Indian servants and **vaqueros**. The **ranchos** usually supported over a hundred people. The **California rancho** had a deep sense of honor and his family was very religious. Each **rancho** had a chapel where a Catholic priest would conduct masses. The **rancheros** were famous for their hospitality to friends and strangers alike.

Some eight hundred **rancheros** held eight million acres of land. Some ranches had over 300,000 acres of land. California continued to be isolated not only from Mexico but also from the rest of the world. Communication from the outside was by ship and transportation between ranches and the **pueblos** was by horse and **carreta** or wagon. There were no schools or public libraries and therefore few **rancheros** could read or write.

The **California** enjoyed having a good time. There were many holidays and **fiestas** or feast days that called for celebrations involving playing guitars, singing, and dancing. The **rancheros** had large herds of cattle and held from one to four rodeos each year. During this time, the **vaqueros** rounded up the cattle and horses to brand them and count each cow, bull, or horse. Each **rancho** would use his **hierro** or individual branding iron and a **señal** or earmark on the cow's ear. There was always a **Juez de Campo** or Judge of the Plains to settle disputes among **rancheros** as to who own which animals since the **ranchos** had no fences and the herds moved about.

During the 1830's and 1840's, as in Texas, Anglo Americans began moving to California. Yankee traders came from New England to sell items to **California** that could not be made on their **ranchos** and to buy cattle hides and tallow or fat. Many married Mexican women and settled permanently in California. As previously in Texas, Anglo American settlers began to discuss the advantages of making California an independent nation

Lesson 8.3

Handout #49 (Continued)

and then requesting admission to the United States. Clearly the West Florida and Texas models were in many of the minds of the Anglo newcomers.

Since California was far from the capital of Mexico there was little control from Mexico City. During the Mexican periods, governors changed frequently and some were driven out of power by various factions. There was also rivalry between the **abajeños** (people from below or southerners) and **arribeños** (people from above or northerners).

Spain ruled California from 1769 to 1821 and during that time nine Spanish governors served in the territory. At the end of the Spanish period there were 3,200 **Californios** all living along the 500-mile coastal plain between San Diego and San Francisco. The Indian population fell from about 300,000 in 1769 to 200,000 by the end of the Spanish colonial period in 1821. Fourteen Mexican governors served in California from 1821 to 1848, when as a result of the Mexico-U.S. War, the United States acquired the land.

THE VAQUERO

The Texas plains, as earlier in central Florida and later on in New Mexico, Arizona, and California, proved to be an excellent area to raise cattle and horses. The Spanish and, later, Mexicans built large cattle ranches and developed the **vaquero** or cowboy culture. On the ranches of North America, **vaqueros** became skilled in handling horses and cattle. Their methods and techniques were later adopted by Anglo American cowboys. It had been estimated that approximately 20% of the U.S. cowboys were Mexican Americans, usually **mestizos**, people with Spanish and Indian background. Many of the **vaqueros** in the missions were Native Americans who were taught by the **padres**.

The vocabulary used by Hispanic **vaqueros** has been incorporated into the English language. Some of the words are: **ranchos** and **haciendas** or ranches, **corral** or the enclosure for confining livestock, **lazo** or lasso, **la riata** or rope, **sombrero** or hat, **chaparreras** or chaps, **mustaño** or a wild horse, a mustang, **bronco** and **pinto** or different horses, **burro** or donkey, **toro** or bull, **vaca** or cow, and **rodeo** or the rounding up of cattle. Today rodeo also means the sport of riding bulls and horses and roping animals, which developed from **vaquero** everyday activities working on a **ranch** and on the open plains.

The Mexican American **vaqueros** played **guitarras** or guitars to entertain themselves or others, and they sang to the cattle to calm the animals as they moved them from one place to another. The **vaqueros** also sang **corridos** or ballads of his life and adventures, or that of others. This musical tradition was also passed on to English-speaking cowboys. Cattle and horses were first brought to Florida and North America by Juan Ponce de León in 1521, and thus Florida developed the cowboy culture first. The Mexicans learned their **vaquero** skills, as well as the bullfighting tradition, from Spain. In fact, bullfighting was abolished in California in 1860 when the **Californios** became a small minority of the population of California.

While the **vaqueros** and the **rancheros** were men, for the most part, some Hispanic women succeeded in this male-dominated industry. Among these **vaqueras** were two wealthy women. María Hinojosa de Ballí controlled one-third of the lower Rio Grande Valley and was Texas's first cattle queen. Señora de Ballí also owned Padre island, named after one of her sons who was a priest. The other was Patricia de la Garza de León, one of the richest women in Texas, who owned a large cattle ranch and, together with her husband, founded the town of Victoria.

TEXAS CATTLE RANCHES REAL WORLD PROBLEMS

1. In the late 1850's, healthy cattle in the southwestern United States would bring as much as \$18.00 per head. By 1861, due to a disruption in transportation caused by the Civil War, cattle prices declined to only \$2.00 per head. What is the percent of decrease in prices?
2. Cattle prices in the late 1850's ranged from \$12.00 to \$18.00 per head. Write a compound inequality stating this fact.
3. After the Civil War, a \$5.00 steer in Texas was worth from \$20.00 to \$40.00 in the Chicago stockyards. If a rancher moved 4,000 steers from his ranch in Texas to market in Chicago, what would be his minimum income from the sale of the steers? What would be his maximum income from the sale? Write a compound inequality describing the range of profit the rancher could make if he got his herd to Chicago.
4. An animal purchased for \$2.00 in South Texas could be raised and sold for \$20.00 in Dodge City, Kansas. The livestock market crashed in 1873 and did not recover for two years. Figure the potential profit lost for a rancher with 15,600 head of cattle during this time period.
5. One of the more successful Texas cattle ranchers shipped 70,000 cattle between 1869 and 1885. What was the average number of cattle shipped per year? (Round your answer to the nearest whole steer.)
6. A "road herd" of three thousand cattle required a trail boss, ten cowboys, a cook and a wrangler. What is the ratio of cattle to men? A wrangler tended the extra horses. There were about six horses per cowboy. Find the number of horses likely to be needed on a trail drive. Give the ratio of horses to steers. What percent of the total number of animals is represented by horses?
7. A small ranch today does not receive all of its income from livestock alone. About 65% of the total income does come from livestock; 10% from wildlife; 10% from crops and grain; and 2% from hay and seed production. The remaining percent could come from various other sources such as oil, natural gas, minerals, or investments. If a ranch had an income of \$92,800 one-year, compute the amount of income obtained from each source listed.

Lesson 8.3

Handout #51 (Continued)

8. Since 1885, many ranchers have moved away from relying totally on cattle production for income. One ranch that has been in existence since 1885 attributed only 67% of its income to livestock production in 1957. By 1991, that percent had dropped to 27%. If the income for this ranch was \$138,390 in 1991, how much of this came from livestock?
9. Since the discovery and production of oil and natural gas in Texas, many ranchers have received all or part of their income from the sale of these products. One such ranch receives 68% of its income from this source. If its annual income is approximately \$114,600.00, how much is made from the energy industry?
10. About 60% of ranches in South Texas offer hunting leases at an average income of about \$3.00 per acre. If a 38,000 acre ranch leases 7,548 acres for hunting, what income is made from hunting leases? If a total income of \$187,300 is reported, what percentage came from hunting leases? What percent of the land is left for purposes other than hunting?

THE "CENTURY OF GOLD" IN SPAIN

Philip II

Philip II ruled Spain from 1556 to 1598. Spain was the most powerful country in Europe under his leadership. Spanish armies marched through Europe, and conquistadors traveled extensively throughout the New World. Spanish fleets returned laden with treasure from the Americas. King Philip stood behind these adventurers and was ultimately responsible for their success. He was an absolute monarch who had complete control over the government and over the lives of the Spanish people.

Philip was an extremely religious man who believed that his power and right to rule came from god. He ruled with a strong sense of justice, and truly believed that his mission in life was to destroy heretics and restore unity to the Catholic Church. He led the Catholic Reformation in Spain and sent Jesuits priests all over Europe to bring the people back to the pope.

His sense of righteousness drew him into many wars. He fought with France for the control of Italy. His forces attacked Turkish concerns in the Mediterranean to revive Christendom. Despite his efforts, Philip was unable to defeat the Turks and drive them from the area.

Revolt in the Netherlands

Philip entered into a long, bitter conflict with his subjects in the Netherlands because of his attempts to centralize his royal power in Europe. Since the Middle Ages, the Netherlands had flourished as a center of trade and commerce. Many people in the Netherlands resented the fact that Philip put Spanish interests before those of their homeland. Religious differences fueled the struggle, and in 1566, the Dutch revolted when he ordered officials to enforce laws against Protestants.

The Invincible Armada

The English watched Philip's problems with the Dutch with concern. Queen Elizabeth herself was a Protestant, and she feared that the Spanish king would invade England after he subjugated the Dutch. Therefore, she covertly supported the war in the Netherlands. Elizabeth ignored the efforts of English sea dogs, pirates who waged an unofficial war against Spain. The English sea dogs attacked Spanish ports in the Americas. Sir Francis Drake was the most famous of these pirates; and he made several voyages to the West Indies to plunder Spanish treasure.

Philip finally moved against the English in 1588. He assembled an armed fleet of 68 vessels to carry Spanish troops into battle against England.

Lesson 8.4

Handout #52 (Continued)

The Armada sailed up the English Channel, and met the British fleet in a great naval battle. The heavy Spanish galleons were badly damaged by the smaller, faster English ships. The Spaniards were forced to retreat into the North Sea where violent storms destroyed the fleet and disheartened its inept naval officers. The victory over Spain gave the English a feeling of confidence, although the defeat did not yet seriously threaten the power of the Spanish.

A Century of Spanish Superiority

Culture thrived in Spain under Philip II. His reign was part of what is called the "Century of Gold." From 1550 to 1650, Spanish artists and writers created great masterpieces that marked the height of Spanish culture. Cervantes wrote *Don Quixote* during this period; and Lope de Vega wrote hundreds of plays. He penned religious dramas, histories, and comedies which focused on God, the king, and romance. His work influenced drama, religion, and philosophy as well.

Art also flourished in Spain during the Century of Gold. The painter El Grecco expressed his strong religious sentiments in his stylized portrayals of the saints. Born in Crete, he received his nickname "the Greek" when he came to Spain. Diego Velasquez, another Spanish artist, became famous as a court painter of the nobility in Madrid.

A Troubled Economy

Spain lost its position of European superiority before the end of the golden century. Although Spain still ruled a huge empire in the Americas, it suffered from severe economic problems. Instead of supporting Spain financially, the New World empire actually burdened the failing Spanish economy.

Every year, the treasure fleet sailed to Spain carrying gold and silver from Mexico, Peru, and the western territories. The Spanish government depended almost entirely on these precious resources. The value of these shipments rose drastically during the 1500's. Unfortunately, Spanish rulers drained the treasury to pay for wars; and eventually were forced to borrow money from Italian and German bankers.

In this manner, the Spanish treasure fell into the hands of foreign bankers and arms dealers. The number of gold and silver coins in circulation increased, and contributed to rising inflation. People charged more for their goods and services as the money supply increased. Prices rose all over the European continent, although the highest prices plagued the Spanish nation.

Lesson 8.4

Handout #52 (Continued)

Industries in Spain were hurt by inflation because higher prices meant it cost more to produce Spanish goods. Spanish businesses failed because even in Spain, foreign goods cost less than locally produced goods. In this way, the economy also crumbled.

The religious policies of Philip II and his successors also contributed to the economic decline. Later Spanish rulers, like Ferdinand and Isabella, allowed the Inquisition to persecute the Moriscoes. These people were Spanish Muslims who had converted to Christianity in order to remain in Spain after the defeat of the Arab conquerors. They were accused of secretly practicing their former religion; and hundreds of thousands of Moriscoes were driven from Spain at great expense in the early 1600's.

Agriculture and industry had also collapsed by 1660. The amount of treasure reaching Spain from the America's dwindled. Regional rivalries resurfaced after years of repression. Weak rulers did not have the power of Philip II to impose unity on the warring factions. Although the European Hapsburgs still played a leading role in continental affairs, the Spanish Hapsburgs had lost their dominance.

Lesson 8.4
Handout #53

SPANISH SILVER AND GOLD FROM THE AMERICAS, 1503-1660

1. In what time period did the flow of gold first exceed 2 million pounds?
2. In what time period was the gold intake the greatest?
3. Between what years did the gold intake increase?
4. Estimate the gold intake into Spain from the Americas for each time period:
1503-1520
1521-1540
1541-1560
1561-1580
1581-1600
5. Find the percent of increase in the gold intake for each time period as compared to the period immediately preceding it:
1521-1540
1541-1560
1561-1580
1581-1600
6. What was the percent of decrease in the gold taken in by Spain from the period ending in 1600 to the period ending in 1660?
7. Read the accompanying historical information about Spain in this time period. Write a paragraph explaining why the acquisition of gold dropped off significantly during the middle part of the seventeenth century.

Matching Questions

- | | | | |
|--------|--|----|----------------------|
| ___1. | King of Spain | a. | Bernardo de Gálvez |
| ___2. | His seven ships from South Carolina were repaired in Havana. | b. | Francisco de Miranda |
| ___3. | He fought in the Patriot navy and army. | c. | Carlos III |
| ___4. | Spanish general who commanded an army of over 7,000 black and white Hispanic soldiers | d. | Louis XVI |
| ___5. | Fought at the Siege of Pensacola and later fought for the independence of Venezuela. | e. | Jorge Farragut |
| ___6. | Served as Spain's first royal Commissioner or agent to the thirteen colonies. | f. | Francisco Rendón |
| ___7. | Noted that it was necessary for Spain to enter the war against Great Britain for the American Revolution to succeed. | g. | Juan de Miralles |
| ___8. | Commanded a French army in North America. | i. | Count of Rochambeau |
| ___9. | Requested financial assistance in Havana just before the Battle of Yorktown. | j. | Alexander Gillon |
| ___10. | Raised money in California to help the French army fighting in North America. | k. | George Washington |
| | | l. | Admiral de Grasse |
| | | m. | Count de Vergennes |
| | | n. | Junípero Serra |

Lesson 8.5
Handout #54 (Continued)

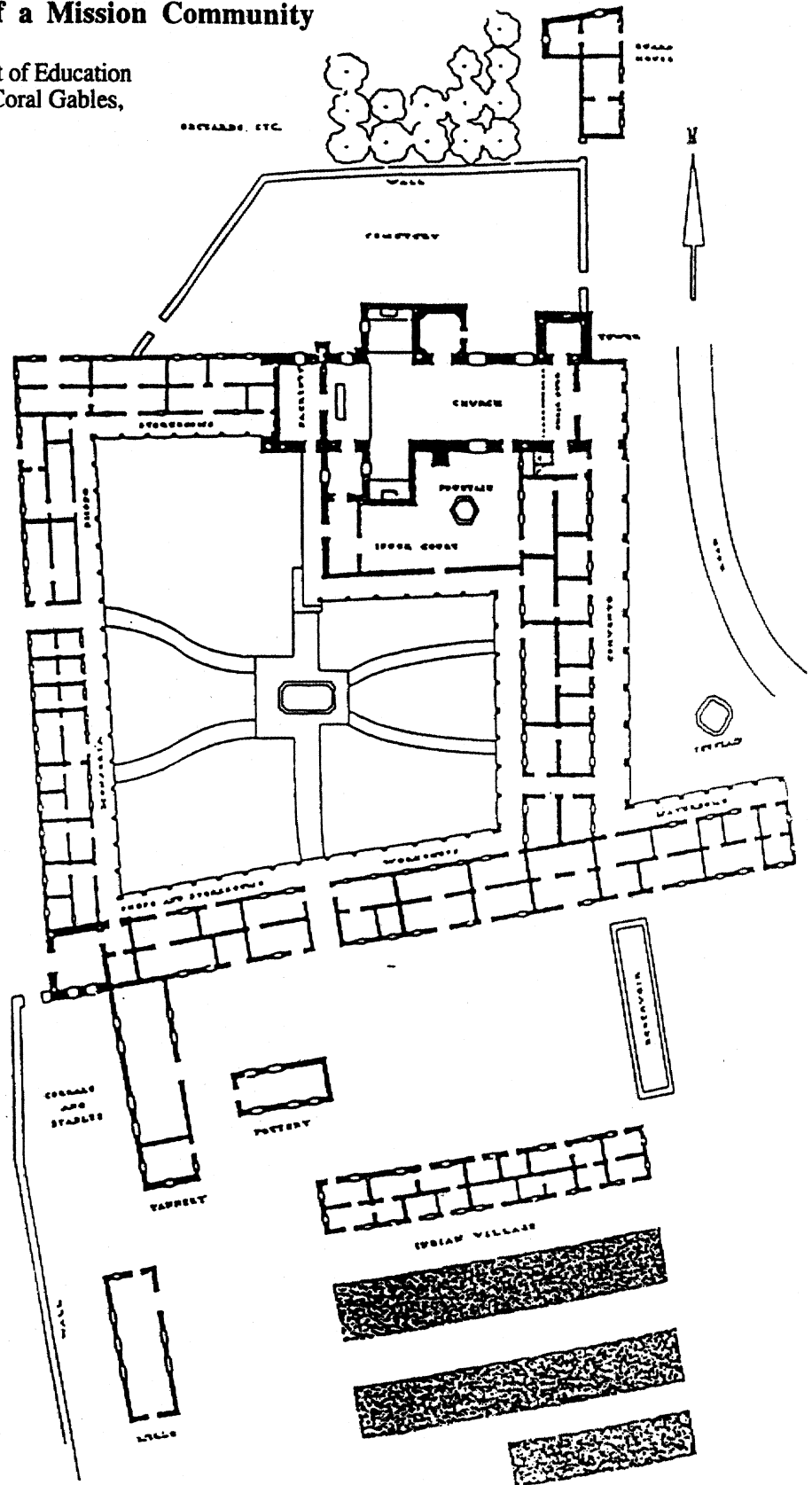
Matching Questions Exercise Answer Key

1. c
2. j
3. e
4. a
5. b
6. g
7. k
8. I
9. l
10. n

Lesson 8.6
Handout #55

Schematized Plan of a Mission Community

Provided by the Department of Education
of the Spanish Consulate, Coral Gables,
Florida



MISIONES, PRESIDIOS AND PUEBLOS

The settlement of California followed the same familiar pattern of other remote frontier areas. Missions were established to incorporate the Native Americans into Spanish society, some **presidios** were built to protect the priests and settlers, and a few **pueblos** were founded to bring families to colonize the new territory.

Led by Fray Junípero Serra and his successors, the Franciscans eventually founded 21 missions extending along **El Camino Real** or the King's Highway from San Diego to Sonoma. For the first seventy years the missions were the center of life in California.

Each mission owned thousands of acres of prime land. The Franciscans taught Christian doctrine to the Native Americans, the Spanish language, and arts and crafts. Each mission eventually became self-sufficient growing their own food and preparing wine; the **padres** started this lucrative industry in California. Cloth and shoes were also prepared at the mission. The blankets they used came from the sheep's wool and the shoes and belts from the hide of the cattle. The **padres** became successful **rancheros**, owning large herds of cattle and thousands of sheep; and they taught the Indians to be skilled **vaqueros**. The missions also served as hotels since there were none at the time in California.

The Franciscan missionaries had complete control of the land and buildings in the missions; however, they did not own the property. It belonged to the Spanish crown and later the Mexican government.

Four forts or **presidios** were established in California at San Diego, Santa Barbara, Monterey, and San Francisco. In 1794 there were 218 soldiers and officers in the four **presidios**. The soldiers and priests usually did not get along. The friars complained about the sexual abuses perpetuated to Indian women by the soldiers. It was for this reason that the missions were off limits to the soldiers. Frequently, the Franciscans and the governors brought their disagreements to Mexico City for resolution.

Three **pueblos** were established during the Spanish period in California. The first was the **pueblo** of San José on the Guadalupe River founded by sixty-six soldiers and their families on November 20, 1777. Four years later on September 4, 1781, forty-four Mexicans from Sonora and Sinaloa founded el **Pueblo** de Nuestra Señora la Reina de los Ángeles de Porciencula (The Town of Our Lady the Queen of the Angels of Porciencula). A third **pueblo** was founded and later abandoned at Branciforte, today's Santa Cruz.

Lesson 8.6

Handout #56 (Continued)

The **pueblos** had a difficult time surviving in the beginning as life revolved around the missions. The wealth of the missions attracted the envy of **Californios**, as the Mexican settlers of this land were known. Some **Californios** wanted to take over the fertile lands and cattle of the mission and establish **ranchos**, so they lobbied to abolish the missions in Mexico City. They were successful and in August 1833 the Secularization Act was passed by the Mexican Congress, which ended all the missions in California. The enforcement went slowly at first but by 1839 the last of the missions was gone. The Indians in the missions had a very difficult time adjusting to the outside world. Some went to work as **vaqueros** in the new **ranchos** that were being formed. Others used the trades that they had learned at the missions and found jobs wherever they could. Other Indians tried to become farmers but without the guidance of the **padres** many failed. Some returned to their old ways. Others became ill and died.

THE CALIFORNIA MISSIONS

The twenty-one Franciscan missions in California were highly successful, not only in teaching religion and educating the Indians, but also as prosperous economics entities. The Franciscan priests held the lands and buildings in trust for the government since, in theory, the Indians would eventually receive all the properties. This did not occur since in 1833 the Mexican government took over the missions. At that time the twenty-one missions in California had 396,000 cattle, 62,000 horses, 321,000 hogs, sheep and goats, and produced 123,000 bushels of grain. Before Father Junípero Serra arrived in San Diego a few years earlier, there had not been a single domestic animal or grain of wheat in all California.

THE SETTLEMENT OF CALIFORNIA

- In June of 1542, Juan Rodriguez Cabrillo sailed north about six leagues along the California coast. Do a little research and find the approximate length, in miles, of six leagues. Convert the distance of Cabrillo's journey to miles.
- In 1774, Juan Bautista de Anza blazed a new trail of 600 miles through California. He rode north to Monterey and returned to Tubac. De Anza traveled approximately 2000 miles in five months. Compute the approximate number of miles he traveled each month, then each week, and finally, each day. Compare this amount to the distance traveled by a typical conestoga wagon carrying American pioneers west, which was approximately two miles per day.
- From Tubac, de Anza went south another 1500 miles to report to the Viceroy of Spain. Give the approximate additional time traveled to de Anza.
- In 1794, there were 218 soldiers and officers in the four presidios established in early California. How many military personnel were there in each presidio?
- There were over 200 Spanish missions established in what is today the United States. For example, during the Golden Age of the Florida Missions, (the first founded in North America), there were 26,000 Indians living in 38 missions, attended by 70 Franciscan friars. At the end of the mission period in California, there were 31,000 Indians in 21 missions run by sixty Franciscans. Compare the ratio of friars to Indians in the missions of the two states.

Lesson 8.6

Handout #58 (Continued)

- In the twenty-one California missions, there were 396,000 cattle and 62,000 horses. Three hundred twenty-one thousand sheep and goats were kept, and approximately 123,000 bushels of grain were produced. Give the approximate number of cattle, horses, and other animals, and bushels of grain produced by a single California mission.
- The land grant system was introduced in California in 1784. Only 20 grants had been awarded by 1833. Since the secularization of the missions in 1846, 1,846,700 land grants were given to individuals. Find the percent of increase in land grants given from 1833 to 1846. What is the average percent of increase for each of those years?
- Fourteen Mexican governors served in California from 1821 to 1848. What was the average term, expressed in months, of each governor?
- Spain ruled California from 1769 to 1821. At the end of the Spanish period, there were 3,200 Californians living along the coast between San Diego and San Francisco. The Indian population fell from about 300,000 in 1769 to 200,000 in 1821. Find the percent of decrease in the Indian population. Give the ratio, in lowest terms, of Indians to Californians in 1821.

THE FOUNDING OF SANTA FE, EL PASO, AND ALBUQUERQUE

In 1609 Oñate's successor, Pedro de Peralta, decided to move New Mexico's capital, which was at San Gabriel, to another site. The area of San Gabriel had proven to be inadequate for growing crops and raising animals. In the summer of 1610, Peralta found a place in an unpopulated valley irrigated by a cold stream coming down the Sangre de Cristo (Christ's Blood) Mountains. He named New Mexico's capital La Villa Real de la Santa Fé de San Francisco de Asís (The Royal Village of the Holy Faith of Saint Francis of Assisi). Today it is simply known as Santa Fe -- the third oldest European city and the oldest state capital in the United States.

New Mexico grew slowly in the seventeenth century. Its isolation and great distance from other settlements in northern New Spain as well as its lack of wealth did not attract Spanish settlers. Santa Fe had about 250 Spaniards and 750 **mestizos** and Indians during the 1630's. At that time there were about 25 Franciscan missionaries working in 25 missions trying to serve the approximately 50,000 Indians in New Mexico. During the 1600's New Mexico's population lived along and near the Rio Grande River. In 1659 Franciscans built the mission of Nuestra Señora de Guadalupe in present-day Ciudad Juárez, Mexico. Around this mission grew the settlement of El Paso del Norte, today's El Paso, Texas. During the Spanish colonial time El Paso was part of New Mexico. Albuquerque was founded in 1706.

The Spaniards farmed and raised stock primarily sheep. Trade was carried by wagons along the so-called **Camino Real** or the Royal Road. Each wagon took 4,000 pounds of merchandise and traveled 1,500 miles across deserts and arid areas from Mexico City to Chihuahua to El Paso and to Santa Fe, stopping along the way in other small towns, and then returning to Mexico City bringing New Mexico's products.

TUBAC PRESIDIO

The **Presidio** de San Ignacio de Tubac was founded in 1752. Fifty cavalry soldiers were stationed in this remote fort to control the Pima Indians and to make the frontier safe from the Apaches and the Seris. Juan Bautista de Anza, second commander of the **presidio**, organized two overland expeditions to California. During the second expedition, San Francisco was founded in 1776. Tubac was included in the Gadsden Purchase of 1853 when Mexico sold the area of present southern Arizona to the United States. Until 1860 Tubac was the largest town in Arizona. The Civil War left the area without soldiers and the settlers, unprotected from the Apaches, left Tubac.

Archaeologists from the University of Arizona have excavated portions of the old **presidio**. Today, a visitor center with exhibits is open to the public. One can view portions of the original foundations, walls, and **plaza** floor. The ruins of the **presidio** are located three miles north of the Mission of San José de Tumacácori.

HISPANIC HOLLYWOOD

Hollywood, the theater, and television have not had a very honorable record when it comes to representing Hispanics and Hispanic life inside and outside the United States. From the early days of silent films Hispanic characters have been, for the most part, limited to a narrow range of stereotypes. Latino men usually appeared as Latin lovers, buffoons, drunken and sleepy villains, charming Cisco Kid-type **caballeros**, drug dealers and addicts, juvenile delinquents, or other type of criminals or **bandidos**. Hispanic women were stereotyped as exotic ladies or sexy spitfire women of loose morals who usually tried unsuccessfully to conquer nice Anglo males who remained loyal to their Anglo wives or girlfriends. Frequently, Mexican-American men in cowboy's movies appeared as unkempt drifter's **bandidos** who always attacked Anglo cowboys from the back.

Since the days of silent movies, Latino actors have been portrayed as passionate, virile characters. According to Victoria Thomas, author of Hollywood's Latin Lovers (1998), the "Latin lover was created for a non-Latino audience...Latin men were a passport to the forbidden."

Many people think that Italian-born Rudolf Valentino was the first actor portrayed as a Latin lover in the days of early cinema. However, that honor went to Spanish-born Antonio Moreno. He began his career in 1912 in the film Voice of the Million. His expressive face and handsome dark features made him ideal for silent movies.

Another early screen heartthrob was Ramón Novarro. Born in Durango, Mexico, Novarro was featured as a bare-chested character in Ben-Hur (1926). Moreno and Novarro set the precedent for other Latino actors who made a living playing roles as Latin lovers such as Gilbert Roland, Cesar Romero, Ricardo Montalbán, and Fernando Lamas. It is interesting to note that modern-day actors such as Andy Garcia and Jimmy Smits have avoided being typecasted as Latin lovers.

Another Hollywood-created role for Hispanic actors was the **bandidos**. Early films included Tony the Greaser (1911) and the Greaser's Revenge (1914). Greaser was a derogatory term used for Mexicans in the Southwest after the War with Mexico in 1848. The greaser **bandidos** were unkept, unshaven, and drunken individuals who stole, or murdered. In contrast, the Anglo characters reinforced morality of decency, cleanliness, and sobriety.

Lesson 8.8

Handout #61 (Continued)

The greaser movies were so anti-Mexican that they brought a written complaint from the Mexican government in 1919 and three years later these racist movies were banned in Mexico. The "greaser" movies continued to appear until the 1970's in pictures such as Bring Me the Head of Alfredo Garcia (1974).

The Hispanic comic character of buffoon was also used in motion pictures and television. Leo Carrillo's Pancho character in the Cisco Kid television series of the 1950's and the comic character of Sergeant García in the Zorro series were examples of this stereotype.

Organizations, such as the National Council of La Raza, have denounced both the movie and television industries for not hiring Latinos, not only as actors, but also as writers, directors and producers. Additionally, Latino organizations have complained regarding the negative portrayal of Hispanics since this may contribute to a negative self concept in children. As of 1998, there was no English-language television shows about a Hispanic family, even though there are more than 30 million Hispanics in the nation.

Many Hispanic actors in Hollywood changed their Spanish names to Anglo names. Directors and agents told them that they would not succeed in show business unless viewers saw them as Anglos. Thus, Spanish American Margarita Carmen Cansino became Rita Hayworth; Bolivian American Raquel Tejada, Raquel Welch; Mexican American Martín Estévez, Martin Sheen; and Cuban American Rocky Echevarría, Steve Bauer. Fortunately, those days are over and now most young Hispanic actors are able to keep their Spanish names and succeed in Hollywood. Some examples are Emilio Estévez (son of Martin Sheen), Cameron Diaz, María Conchita Alonso, Elizabeth Peña, Andy García, Jennifer López, John Leguizano, among others.

Until very recently Hollywood producers and directors were fearful to make movies about Hispanics because they thought they would lose money. That too has changed and within the last two decades many movies have been made about Latinos who were seen by Latino as well as non-Latino audiences and had success at the box office. Among the more intriguing feature films on Hispanics are:

- El Super (1979) was directed by León Ichaso and was based on Iván Acosta's play. It deals with the adventures of a Cuban refugee in Manhattan who is trying to make a living as a building superintendent.
- Zoot Suit (1981) directed by Luis Valdez and based upon one of his plays. It focuses on the 1942 Sleepy Lagoon murder case in Los Angeles where twenty-two Mexican American gang members, known as **pachucos**, were accused and

Lesson 8.8
Handout #61 (Continued)

convicted of murder. The trial was quite unfair and the Mexican Americans were successful in overturning their conviction in a state appeals court. Zoot Suit was the first Chicano film released by a major Hollywood studio. Edward James Olmos starred in this Chicano film.

- The Ballad of Gregorio Cortez (1983) is based on the true story of a nineteenth century Mexican American who becomes the subject of a Texas manhunt after he kills a police chief in self-defense. Gregorio Cortez, who is played by Edward James Olmos, was sentenced to life in prison and later pardoned after serving twelve years in jail. A Mexican **corrido** or ballad was made about Cortez's life.
- El Norte (1983) was directed by Gregory Nava and is based on the story of a Guatemalan brother and sister who left their homeland and upon reaching the Mexico-U.S. border enter the U.S. through an underground tunnel. The film also deals with their struggle to survive in California.
- Crossover Dreams (1985) was directed by León Ichaso and traces the rise of a salsa artist who is played by Rubén Blades. The artist distances himself from the **barrio** in order to succeed in the English-speaking record industry. When he realizes how much he has given up by losing his culture and his friends, he returns to his community.
- La Bamba (1987) written and directed by Luis Valdez tells the story of a Chicano rock-n-roller named Ritchie Valens. His real name was Richard Valenzuela but he was told by his agent that he could not succeed in the music business with his last name, so he changed it to Valens. His career spanned only two years due to his death in a 1958 plane crash. Lou Diamond Phillips starred in this movie.
- Born in East L.A. (1987) written, directed, and played by Richard "Cheech" Marin. The film tells the adventures of a third generation Chicano, who can barely speak Spanish. When he is caught without legal papers while visiting a factory, he is deported to Mexico as an undocumented worker. The film is a comedy and depicts the struggles of this U.S. born citizen as he attempts to return to his native country.
- Stand and Deliver (1988) directed by Ramón Menéndez, is based on the true story of Jaime Escalante, an outstanding calculus teacher in an East Los Angeles high school. When his students pass the advanced placement calculus exam, the testing company cannot believe it and insists on a retest to rule out cheating. Edward James Olmos's performance as Escalante won him an Oscar nomination. Andy García also stars in the film.

Lesson 8.8

Handout #61 (Continued)

- The Milagro Beanfield War (1988) was co-produced by Moctesuma Esparza who uses magic realism to recount the story of a New Mexico town's opposition to development.
- Hangin' with Home Boys (1991) directed by Joseph P. Vázquez tells the story of a night on the town in Manhattan with two Puerto Rican and two African-American male teenagers who are out to prove themselves to each other and the world.
- American Me (1992) directed and played by Edward James Olmos tells the story of a former drug gang member of a Los Angeles **barrio** who is trying to make a life for himself after eighteen years in prison.
- The Mambo Kings (1992) was based on the novel of Cuban American Pulitzer prize winner Oscar Hijuelos. The film tells the life of two Cuban brothers who come to New York City and for a while succeed in the music business. Spaniard Antonio Banderas plays one of the Cuban brothers.
- El Mariachi (1993) written and directed by Robert Rodriguez in Spanish is a mistaken-identity adventure in which an aspiring mariachi player in a border town is confused with a hit man. The success of this film on the independent film circuit led to Rodriguez's big-budget English-language sequel Desperado in 1995.
- My Family (1994) directed by Gregory Nava recounts a Mexican family's struggles in Los Angeles from the father's arrival in the 1920's to contemporary problems faced by his sons. Edward James Olmos, Esai Morales, and Jimmy Smits starred in this film.
- The Perez Family (1994) is a comedy about the Mariel boatlift to Miami.
- Mi Vida Loca (1994) deals with a Latina gang in Los Angeles's Echo Park and features Seidy Lopez.
- Nueba Yol (1996) was written and directed by Ángel Muñoz in Spanish and is a comic story about the misadventures of a young Dominican widower trying to make it in New York, or "Nueba Yol" in Dominican slang. The movie was a major hit in the Dominican Republic.
- Selena (1997) relates the life of a rising **tejano** music star, Selena Quintanilla, whose tragic murder sparked such an interest in her work that she posthumously became one of the most successful Latino recording stars. Jennifer Lopez starred as Selena.

Lesson 8.8

Handout #61 (Continued)

- Dance With Me (1998) features pop Puerto Rican star Chayanne who plays a Cuban immigrant who comes to Texas to meet his long-lost father and falls in love with a professional dancer (Vanessa L. Williams).
- The Mask of Zorro (1998) returns to the romantic adventure of clashing swords, starring Antonio Banderas. There were several films made about the hero, Zorro, fighting the corrupt governors in old California.
- Gabriela (1999) is the first love story produced in Hollywood with two Latinos in the lead roles. The movie has received praise from the Latino community for its nonstereotypical portrayals. Seidy Lopez stars as a young Mexican-born psychotherapist who falls in love with a mental health worker played by Jaime Gomez. Several Latino actors play supporting cast roles, including Liz Torres, Sal Lopez, Lupe Ontiveros, Evelina Fernandez, and Frank Medrano.

Matching Questions Exercise

- | | | |
|-----------|---|---|
| _____ 1. | Relates the life of a rising tejano music star who after her murder became one of best-known Latino recording stars. | a. <u>La Bamba</u> |
| _____ 2. | Tells the true story of a nineteenth century Mexican American who becomes the subject of a Texas manhunt after he kills a police chief in self-defense. | b. <u>Stand and Deliver</u> |
| _____ 3. | Relates the true story of a Chicano rock-n-roller named Ritchie Valens. | c. <u>The Mambo Kings</u> |
| _____ 4. | Presents the life of two Cuban brothers who come to New York City and for a while succeed in the music business. | d. <u>The Ballad of Gregorio Cortez</u> |
| _____ 5. | Explains the true story of an outstanding calculus teacher in an East Los Angeles high school. | e. <u>American Me</u> |
| _____ 6. | Tells the story of a Cuban immigrant who comes to Texas to meet his long-lost father. | f. <u>My Family</u> |
| _____ 7. | Focuses on the 1942 Sleepy Lagoon murder case in Los Angeles where twenty-two Mexican American gang members, known as pachucos , were accused and convicted of murder. | g. <u>Selena</u> |
| _____ 8. | Returns to the romantic adventures of clashing swords of a Hispanic hero in old California. | h. <u>Dance With Me</u> |
| _____ 9. | Recounts the struggles of a Mexican family in Los Angeles. | i. <u>The Mask of Zorro</u> |
| _____ 10. | Tells the story of a former drug gang member of a Los Angeles barrio who is trying to make a life for himself after being released from prison. | j. <u>Zoot Suit</u> |

Handout #62

Matching Questions Exercise Answer Key

1. g
2. d
3. a
4. c
5. b
6. h
7. j
8. l
9. f
10. e

IMPACT OF HISPANIC MUSIC AND DANCE IN THE UNITED STATES

U.S. music and dance have been shaped by the different ethnic and racial groups that have come to this nation since the time of colonization. It has also been shaped by the music and dances of other countries. According to John Storm Roberts, author of The Latin Tinge: The Impact of Latin American Music in the United States (1979), the music of Latin America has had the greatest outside influence on U.S. popular music. Roberts explains that almost all popular music in the nation has been impacted mainly from four countries: Cuba, Brazil, Argentina, and Mexico. He believes that the impact of Cuban music has been the greatest, the most varied, and the most long lasting. Latino musicians and dancers living in the United States have made and are making a great contribution to the great cultural wealth of the nation. Their contribution began more than one hundred years ago.

Louis Moreau Gottschalk, the great composer from the state of Louisiana, incorporated Cuban elements into his compositions during the 1850s and 1860s. Gottschalk came to Cuba for the first time in 1854 and began a long term association with the Cuban composers of his time. At the same time, semi-classical music composed by Cubans was played in the U.S. throughout the second half of the nineteenth century. Nicolás Espadero, a friend of Gottschalk, composed music in New York that included a **contradanza** and a nocturne. A **contradanza** was a seventeenth and eighteenth century dance of French origin which came to Latin America by way of Spain.

Ignacio Cervantes, considered "the most important Cuban musician of the nineteenth century," came as a refugee to the United States in 1875. For four years he gave successful concerts throughout the nation. He composed many **danzas**, a music and a dance derived from the **contradanza**, which had an impact on the United States. Later, the Cuban **habanera** rhythm came to the U.S. as a result of the music played by a Mexican military band in New Orleans. An early nineteenth century popular dance in the Spanish - and later Mexican - controlled U.S. Southwest was the **fandango**. The lively music for the fandango originated in the Spanish colonies in the Americas and later the dance and music spread to Spain. The music for the **fandango** is performed with guitars and castanets.

MEXICAN CORRIDOS AND RANCHEROS

The two most important Mexican songs that have impacted U.S. music are the **corrido** and the **ranchera**. A **corrido** is a long ballad in a polka, waltz, or march time often sung in a duet. This type of Mexican song developed from romance songs of the early 1800s and the **corridos** became important during the nineteenth century Mexican Civil War as these songs told the story of that war. **Corridos** chronicled historical and political events, stories of people, major crimes, cattle drives, strikes, and the coming of the railroads. They are greatly detailed songs with names and dates included. The end of the Mexican-U.S. war of 1846-1848 and the subsequent loss of land, as well as political and social oppression suffered by Mexicans in Texas and the Southwest, led to the creation of many **corridos**. The themes of these **corridos** revolve around political, economic, and cultural clashes and interethnic conflicts.

The first **corrido** documented in the U.S. Southwest was "La Batalla de los Tulares" (The Battle of Tulares) in 1824 which told the story of a revolt by Indians of Santa Barbara against Mexicans in California. An early New Mexico **corrido** was "El Condenado a Muerte" (The Condemned to Death) of 1832. The earliest Texan **corrido** was the "**Corrido de Leandro Rivera**" of 1841.

Musicologist Americo Parades explained that the **corrido** century was from 1836 to the 1930s. However, numerous **corridos** are still heard today, such as "**El Corrido de Juan Charrasquedo**," which tells the story of "**un vaquero, parrandero y jugador**" (a cowboy who loved to party and gamble). "**El Corrido de Juan Cortina**" recounted the adventures of a **Tejano** who shot a Texan marshal who was beating of his mother's **vaqueros** in 1859. Cortina was declared an outlaw and later fought American law enforcement officials in South Texas. "**El Corrido de Gregorio Cortez**," which later was the basis for the film The Ballad of Gregorio Cortez, told another story of a **Tejano** who shot a sheriff in self-defense over a mistaken charge that he had stolen horses.

Another popular nineteenth century **corrido** was "**El Carroferril**" (The Iron Horse):

Ahí viene el carroferril
Con dirección de Durango:
El que se embarca en él,
Dios no mas sabe hasta cuando.

Here comes the railroad
Heading toward Durango;
Whoever gets on it,
It'll be till only God knows
when.

Lesson 8.9

Handout #64 (Continued)

Allí vine el carroferril,
Vamos a ver donde está;
Ah, que gusto nos dará,
Cuando lo veamos venir.

There comes the railroad,
Let's go and see where it is;
How happy we'll be
When we see it coming.

Ahí viene el carroferril
Viene cargado de indianas;
Viene quebrando los precios
A las tiendas mejicanas.

Here comes the railroad,
It comes loaded with calicos;
Forcing down the prices
In the Mexican stores.

Twentieth century **corridos** dealt with social and economic concerns. "**La Tragedia de Oklahoma**" (The Tragedy of Oklahoma) told the story of two Mexican students who were shot near Ardmore, Oklahoma. "**El Lavaplatos**" (The Dishwasher) recounted the unpleasant work of washing dishes in a humorous manner. During the 1930s thousands of Mexicans were deported to their native country. One **corrido**, "**El Deportado**" (The Deported One), recounted the experience.

A more recent **corrido** was "**El Corrido de César Chávez.**" Its lyrics reflected Chávez's union activities on behalf of farm workers. Part of the **corrido** goes as follows:

No pedimos limosnas
solo un pago más decente
les exige César Chávez
para ayudar a la gente.

We don't ask for charity
only a better wage
that's César's Chávez's demand
to help the people.

The other Mexican song that impacted the United States was the **ranchera** or ranch song. The **ranchera** started after the Mexican 1910 Revolution and

became Mexico's country music. During the 1930s **ranchera** songs were featured in Mexican movies such as the well-known "**Allá en el Rancho Grande**" (There in the Big Ranch). During and after the 1950s **rancheras** became an important part of Chicano music.

TEJANO MUSIC

Tejano music, also known as Tex-Mex, had been increasing in popularity, particularly throughout the Southwest. Since the early nineties **Tejano** music has experienced a renaissance. **Tejano** music has been described as a blend of Mexican **cumbias**, **rancheras**, and polkas with country, pop, and rock. There are over seventy-five radio stations from Texas to California as well as Mexican cities near the border with the United States that have either a part-time or a full-time **Tejano** music format. Some of these stations are KXTN-FM of San Antonio and KICK-FM of Dallas.

Across cities in the Southwest, **Tejano** music nightclubs have been organized. Some of the well-known **Tejano** music performers and groups are Emilio Navaira, Mazz, La Mafia, La Sombra (The Shadow), and the late Selena Quintanilla Pérez. Many of these artists have made tours in Mexico and Latin America and have appeared on Mexican television shows such as "**Siempre en Domingo**" (Always on Sunday), which is also seen in the United States.

Selena Quintanilla Pérez, known simply as Selena, was shot to death on March 31, 1995, at the age of 23, in Corpus Christi, Texas. She was murdered by a woman who was the former president of her fan club and who had been dismissed from her job at a store owned by Selena. The woman was convicted in 1995.

Ironically, Selena became even more famous after her death. On July 18, 1995, her family released Selena's crossover album, "Dreaming of You." On that day it sold more than 175,000 copies, becoming the fastest selling album by a woman on its day of release.

On September 20, 1995, PBSA, the public channel, aired "Songs of the Homeland," a documentary on the history of **Tejano** music, produced by filmmaker Héctor Galán. The documentary on the history of **Tejano** music explaining that **Tejano** is considered a uniquely American form of music, drawing its roots from African, Creole, and Caribbren traditions as well as influence from Mexico and Spain.

THE 1950s: THE MAMBO AND THE CHA CHA CHA YEARS

At the beginning of the decade of the 1950s, the nation experienced another dance craze with the mambo as it had happened earlier with the tango and the rumba. During this time Hollywood began to produce movies featuring both the mambo and later the cha cha cha. Some of the movies of that time were Mambo! and Cha Cha Cha Boom. Other movies included mambo dances and songs, such as Hollywood star Jane Russell's dancing a mambo to the music of "Cherry Pink and Apple Blossom White" in Underwater, and Dorothy Malone's doing a mambo in Written on the Wind. Mambo numbers were included in films such as La Dolce Vita and West Side Story. Puerto Rican Chita Rivera participated in the musical play West Side Story which was first staged in 1957, and Puerto Rican Rita Moreno starred in the film of the same name in 1961. Movie musicals often started as Broadway plays. Mambo numbers were included in plays such as Damn Yankees, Pajama Game, and Bells are Ringing.

A Cuban musician that helped to popularize the mambo in the United States and in the world was Dámaso Pérez Prado. He was born in 1922 in Matanzas, Cuba. During his early years in Cuba, he worked for Havana's Orquesta Casino de la Playa as a pianist and arranger. Pérez Prado moved to Mexico City in 1950 where he founded a band of Cuban and Mexican musicians. Pérez Prado then began to write a series of classical and popular mambos.

In December, 1949 Pérez Prado recorded "Qué Rico El Mambo" (What Fun is the Mambo), which became a hit. Between 1949 and 1953, Pérez Prado composed most of his best known mambos, such as "Mambo #5," "Mambo #8," and "Cherry Pink and Apple Blossom White." The latter sold four million copies around the world. His next song "Patricia" did equally well. Pérez Prado conducted a highly successful U.S. West Coast tour in 1951. Two years later he left Mexico City and moved to Los Angeles, California. Pérez Prado's orchestra was voted the most popular in the nation in 1955, and he made several Mexican and Hollywood movies. Pérez Prado is credited as the individual who did the most to popularize the mambo throughout the world. He died in Mexico City in 1985 and, like Tito Puente, this composer and bandleader was also known as the "Mambo King."

In addition to Pérez Prado, Xavier Cugat, Desi Arnaz, Tito Puente, and Tito Rodríguez helped to popularize the mambo. The mambo fever went beyond the boundaries of music, permeating Hollywood movies, television, and advertising. This interest in mambo meant big business to the owners of dance clubs. One club, the Palladium in New York City, among all others, became the home of the mambo. By 1952 the Palladium dance hall had switched to an all mambo club and featured the big bands of Machito, Tito Puente, and Tito Rodríguez.

Lesson 8.9

Handout #66 (Continued)

The club was completely full night after night with people from all walks of life and all ethnic groups. Mambo music and dance contributed to the mixing of different racial and ethnic groups in New York City. The summer resort hotels in the Catskills, such as Grossinger's, hired mambo orchestras for their guests who also spent money for mambo lessons.

In 1990 Cuban writer Oscar Hijuelos received a Pulitzer prize for his novel The Mambo Kings Play Songs of Love. It was later made into a Hollywood movie of the same name, starring Spanish actor Antonio Banderas. Other books were written about the mambo and there seemed to be a revival of the mambo in New York City. Dancer Eddy Torres began to teach mambo lessons at the club El Morocco in Manhattan. Julio Sabater and Freddy Rios, former Palladium dancers, created an act called "The Palladium Legend Dancers." Rios believes that the mambo has returned because it is more energetic than other dances. Sabater is president of the Palladium Mambo Dancers Association, an organization begun in 1991 to promote the mambo and other Latino dances. Sabater was a world-class runner in Puerto Rico before he started dancing at the Palladium in 1954. It is believed that the mambo is a more fluid dance than the cha cha cha and faster than the rumba.

The cha cha cha also came from Cuba. Cuban Enrique Jorrin recorded "**La Engañadora**" (The Deceitful Woman) in 1953 and started the cha cha cha madness. The cha cha cha swept all over Cuba in 1953 and the new dance arrived in the United States the following year. Unlike the mambo, the cha cha cha was very easy to dance and for that reason it spread quickly in the United States.

The mambo and the cha cha cha did not completely eclipse the older music and dances. The samba, the rumba, and even the tango were still alive. In 1952 Leroy Anderson's "Blue Tango" sold more than a million copies. A Peruvian singer, Zoila Emperatriz Charrarri Sumac del Castillo, who was known as Yma Sumac, became very popular in the 1950s. Sumac had performed at Carnegie Hall in 1947. In 1950 her album "Voice of the Xtabay" sold more than 500,000 copies.

In 1951 the Afro-Cubans recorded the "Afro-Cuban Jazz Suite" which was composed by Cuban trumpeter and composer Chico O'Farrill. The composition continued the blend between Cuban music and jazz. However, during the 1950s the cubop style gradually became less popular. Three other music and dance styles made their appearance in the United States during the 1950s. By the end of the decade the Cuban **bolero** had made its appearance. The Cuban **bolero**, which became very popular around the world, is much slower than the

Lesson 8.9

Handout #66 (Continued)

mambo and very sentimental. The Dominican **merengue** also became popular during this time. The **merengue** goes back to the early 1800s and is heard and danced throughout the Dominican Republic. During the 1940s **merengues** were played in New York City, but it was in the 1950s that authentic **merengue** was introduced by Dominican Ángel Vilorio who organized a band. The Puerto Rican **plena** was reintroduced in 1957 by Rafael Cortijo, a bandleader, and Ismael Rivera, his lead singer. Cortijo came from the Puerto Rican village Loiza Aldea, which was considered to be the center of Afro-Puerto Rican music. Cortijo also introduced the African **bomba** as a dance in 1957. Cortijo had two hits, "El Bombón de Elena" and "Caballero Que Bomba."

By the late 1950s many events had contributed to the slowing down of the mambo madness in the nation. The young people were turning to rock'n'roll and especially to Elvis Presley. A Communist revolution had come to power in Cuba and Fidel Castro had become strongly anti-American. The island, seen until then as a tropical paradise, lost the romance associated with it. The next decade would witness a national retrenchment of Latino music. Hollywood and Broadway seemed to have lost interest in Latino music and dance during the 1960's.

THE 1960s: THE YEARS OF THE CHARANGA, PACHANGA, BOSSA NOVA, AND BUGALÚ

The 1960 Broadway musical Wildcat, which included a song called "**El Sombrero**" (The Hat), was the last to include a Latino musical number. Hollywood abandoned the musical productions that included Latin American themes. Only Elvis Presley's 1963 movie Fun in Acapulco was set in a Latin country, but its musical theme was not Latino music but rock'n'roll. At the beginning of the decade, the **charanga**, a Cuban dance orchestra made up of flutes, violins, piano, bass, and **timbales**, became popular. **Charangas** range in size from a small band to a large orchestra, such as the famous Orquesta Aragón from Cuba. Modern-day **charangas** use the **bongó** and the **conga** and include more Afro-Cuban elements than the ones in the 1960s.

Charlie Palmieri's orchestra Duboney with Johnny Pacheco playing the flute became very popular in 1960 in New York City. Cuban singer Roberto Torres, now famous for his song "**Caballo Viejo**" (Old Horse), founded a **charanga** in New York, Orquesta Broadway.

Three young Latino musicians who were born in New York organized new bands: Ray Barretto; Johnny Pacheco; and Eddy Palmieri. In 1961 Ray Barretto, a **conga** player from Brooklyn who was raised in the Puerto Rican neighborhood **El Barrio**, organized a **charanga** and began to record for Riverside Records. In the mid 1950s he worked for José Curbelo's band and later for Tito Puente's. After he formed the **charanga**, he made a successful song, "**El Watusi**," and made an album for Fania Records called "Acid." Barretto's other albums included Cuban elements and salsa with African elements. Salsa is a word in Spanish that means sauce or gravy. It was originally used to describe a hot or swinging Latin music and the word began to be used in the 1960s.

Johnny Pacheco, a flutist, worked for several bands, such as Tito Puente's. Later, he organized his own band. Eddy Palmieri had played with several bands, including Tito Rodriguez's. In 1961 Palmieri organized his own band, **La Perfecta**. His song "**Muñeca**" (Doll) from his third album became well known. **La Perfecta** disbanded seven years later.

A new dance called the **pachanga** began to become popular around 1961 and became a rage among New York Latinos/Hispanics. Teenagers and young adults danced **pachanga** to the music of the **charanga** orchestras. The **pachanga** eventually faded away, probably because the dance proved to be too intense and energetic for most people.

Lesson 8.9

Handout #67 (Continued)

During the 1960s New York City's Latino musicians produced the **bugalú**, which fused mambo rhythms with Black rock'n'roll. In 1966 three **bugalú** singles appeared, Joe Cuba's "Ban Bang," Pete Rodríguez's "I Like It Like That," and Johnny Colón's "Boogaloo Blues." "Bang Bang" sold a million copies and was also popular with African Americans. The **bugalú's** lyrics were in English and many of them had the rhythm of the mambo. By 1969 the **bugalú** faded away but it had an important influence in African American music.

Willie Colón, who was born in New York City in 1950, began performing during this decade. At the age of fourteen he organized a group, the Latin Jazz All-Stars. Three years later, he recorded his first album, "El Malo" (The Bad One), which sold 30,000 copies.

Another well-known band leader was Ramon "Mongo" Santamaría, an Afro-Cuban **conga** player who came to the United States in 1950. He worked for Dámaso Pérez Prado and Tito Puente during the 1950s and later worked for Cal Tjader in California. Mongo Santamaría made two albums while working for Tjader. "**Mongo**" and "**Yambú**" combined Latin jazz with Afro-Cuban percussion.

An Argentine born in the city of Rosario, Leandro "Gato" Barbieri, became a leading jazz musician playing the saxophone. Barbieri had produced many albums. In one of them, "**Pampero**," he included the tango "**Mi Buenos Aires Querido**" (My Dear Buenos Aires). Another of Gato Barbieri's albums, "**Caliente**" (Hot), included songs like "Fireflies," "**Fiesta**" (Party), "**Europa**," "**Adiós**" (Good Bye) Part I and Part II, and "I Want You."

During the 1960s Latino/Hispanic musicians collaborated with jazz artists. Chico O'Farrill worked with Count Basie on several albums. Other musicians who, like Gato Barbieri, played jazz, were the Dominican Mario Rivera and the colombian Eddie Martínez.

A very famous song that appeared in 1966 was "**Guajira Guantanamera**" (Peasant Woman from Guantanamo), a song that still is very popular among Hispanics, especially Cuban Americans, since the lyrics of the "**Guantanamera**" include poems from the Versos Sencillos (1891) of Cuban patriot José Martí. **Guantanamera** goes like this:

Guantanamera, guajira guantanamera,
Guantanamera, guajira guantanamera.

Lesson 8.9

Handout #67 (Continued)

Yo soy un hombre sincero,
De donde crece la palma

Y antes de morirme quiero,
Echar mis versos del alma.

Mi verso es de un verde claro,
Y de un carmín encendido
Mi verso es un ciervo herido,
Que busca en el monte amparo.

Con los pobres de la tierra,
Quiero yo mi suerte echar,
El arroyo de la sierra,
Me complace más que el mar.

Guantanamera, guajira guantanamera,
Guantanamera, guajira guantanamera.

THE 1970s: THE ERA OF SALSA

During the late 1960s and early 1970s the term salsa began to appear. The word in Spanish means gravy or sauce. In music salsa refers to hot, funky, or swinging Latin/Hispanic music. During this decade most of the bands played with the **típico** or typical Cuban sound. **Típico** is identified with Latin American rural popular music. Although New York's salsa had many Cuban elements, it is incorporated from other Latin American countries' elements. In 1974 Rafael Cortijo produced the album "**Máquina De Tiempo**" (Time Machine), which had Puerto Rican **bombas, plenas, and jíbaro** songs; Cuban **guarachas**; and jazz. Cortijo's album was salsa music with a Latin-jazz combination.

Eddie Palmieri's 1973 album, "**Sentido**" (Sense), achieved success as did Willie Colón's 1972 album "**Cosa Nuestra**" (Our Thing) and his 1974 album "The Good, the Bad, and the Ugly."

Latin rock groups were founded, such as Toro, Changó, and Seguida. The most successful group was Carlos Santana's from California. Santana's album "**Abraxas**" came out in 1970. According to John Stom Roberts, Latin rock was not successful in New York since Latino musicians on the East Coast were more influenced by African American music than by rock.

Gato Barbieri's albums continued to fuse jazz with Latin music. Brazilian music continued to be played during the decade by several musicians, among them Airto and Flora Purim. Airto's 1972 album "Free" included jazz musicians such as Chick Corea. In 1973 Airto came out with the album "Fingers" and the following year with "Virgin Land."

Cuban-born Celia Cruz was known as the "Queen of Salsa." She has made many albums with other Latino musical legends. Several of them are "Cuban and Puerto Rican Son" (1966) with Tito Puente, "**Celia Cruz Y Tito Puente En España**" (Celia Cruz and Tito Puente in Spain) (1971), "Celia and Johnny" (1974) with Johnny Pacheco, and "**Recordando El Ayer**" (Remembering the Past) (1976) with Willie Colón. Cruz has had small roles in two movies, Salsa (1976) and The Mambo Kings Play Songs of Love (1976). Celia Cruz lives in Miami where, in December, 1994, she performed during the Summit of the Americas before President Bill Clinton and the presidents of Latin American countries.

THE 1980s AND 1990s: THE YEARS OF MUSIC AND DANCE CROSSOVER

As the Hispanic population of the United States increased and more Hispanic songs crossed over the mainstream culture, there was a great expansion of Latino music. No doubt the expansion of Spanish language television, including MTV Latino with host Daisy Fuentes, and radio stations played an important part in increasing the sales of Latino performers.

Cuban-born Gloria Fajardo, who started to sing in a group led by Emilio Estefan called the Miami Sound Machine, achieved enormous international success. Gloria later married Emilio and they have two children. In 1979 the Miami Sound Machine came out with an album of Spanish songs. In the following years Gloria Estefan recorded English lyric songs that became hits. Some of these songs were "Dr. Beat," "Rhythm is Gonna Get You," "Words Get in the Way," "Let it Loose," "Can't Stay Away From You," and "Anything For You."

Estefan's solo album "Cuts Both Ways" sold out in 1989. After being injured in a serious bus accident and recovering, Estefan released another album "Into the Light" in 1991. Two years later "**Mi Tierra**" (My Land) came out with Spanish songs. "**Mi Tierra**" sold 7.5 million copies in the world, including 2.5 million in the United States. In September of 1995, Gloria Estefan released the album "**Abriendo Puertas**" (Opening Doors). This album includes songs from Latin America, such as Dominican **merengues**, **cumbias** from Colombia, and **joropo** from Venezuela. The album was produced by Crescent Moon Studios owned by Gloria and Emilio Estefan. A video has also been produced. Other albums followed, the latest is "Gloria!" released in June of 1998 and featuring the hit song "Heaven's What I Feel." Gloria Estefan's albums have sold by the millions world-wide.

Estefan Enterprises employed 300 people, including 31 songwriters, in 1998. The Estefans' empire has an estimated net worth of \$200 million and includes, in addition to Crescent Moon Studios, Larios on the Beach restaurant, the recently opened Bongo's in Disney's shopping theme park in Orlando, and the Cardozo Hotel and a bar on Ocean Drive in Miami Beach. Emilio Estefan has recently received \$10 million to produce English-language television shows with a Latin flavor.

Another Cuban-born singer and composer who started with Emilio Estefan's band was Jon Secada. Secada has won numerous awards, including a Grammy

Lesson 8.9

Handout #69 (Continued)

for Best Latin Pop Album. Three of his songs were number one on Billboard's Latin Charts. Secada's album sold over four million world-wide, including 2.2

million in the United States. Several other Latin American artists are releasing their albums produced by Crescent Moon Studios. Among them Mexico's Thalia, Ana Gabriel, and Alejandro Fernández; Colombia's Shakira; Argentina's Soledad, and Puerto Rico's Carlos Ponce.

Puerto Rican born José Feliciano has recorded many albums in the United States, Mexico, Venezuela, and Argentina. One of his songs, "Light My Fire," became a great hit. Among his albums are "Feliciano" (1967), "José Feliciano Sings" (1972), and "Tu Inmenso Amor" (Your Great Love) 1987, and *Americanos* (Americans) 1999.

Spaniard Julio Iglesias has recorded many albums that have sold millions of copies throughout the world. Most of his songs are in Spanish. Some of his albums include "Hey," "The 24 Greatest Songs," and "Calor" (Warmth) (1992). In 1995 Iglesias released the album "La Carretera" (The Highway). This album includes a samba "Agua Dulce, Agua Salá" (Sweet Water, Salty Water), a Colombian *vallenato* "Baila Morena" (Dance Black Woman), and other ballads. Enrique Iglesias, the youngest son of Julio Iglesias, has started his career as a singer and recorded his first album in San Francisco in 1995. Enrique Iglesias, like his father, has enjoyed immense success, and his albums have sold by the millions.

Other Spanish artists who have entertained audiences in the United States and classical guitarist Andrés Segovia, cellist Pablo Casals (who lived in Puerto Rico most of his life), operatic tenor Plácido Domingo, **flamenco** singer Lola Flores (nicknamed **La Faraona**), singer Rocío Dúrcal, and pianist José Iturbi, Spanish traveling companies of **zarzuelas** have toured the United States since the nineteenth century. The **zarzuela** is an eighteenth century Spanish musical operetta with lively music and songs. The **pasodoble** is still danced in the United States and the **flamenco** remains popular. **Flamenco** is a unique art which combines singing with guitar playing, chanting, heel clicking, foot stamping, and castanet rattling. It is associated with gypsies in Spain who arrived there in 1435. From the 1520s on, the gypsy dances and songs were given the name of **flamenco**. In 1993, a **flamenco** Spanish duet Los Del Rio made a hit with "Macarena." The song, which is also accompanied by a dance, appeared twice on the Billboard Latin 50. In 1995 it was reported that "Macarena" was the number two Latin bestseller song in Spec's Music Stores, a chain with more than 60 stores in Florida and Puerto Rico. The Macarena craze not only swept through the United States, but also the world.

Lesson 8.9

Handout #69 (Continued)

Contemporary interpreters of ballads and romantic songs are Venezuelan José Luis "Puma" Rodríguez, Colombian Carlos Vives, Mexicans Luis Miguel and Juan Gabriel, and Panamanian Rubén Blades. Cuban singers who became famous singing **boleros**, which are slower sentimental and romantic songs, were Olga Guillot and Vicentico Valdés who died in 1995. Another Cuban-born rising star is singer Albita, who came from Cuba in 1993. Her performances at Miami's Centro Vasco restaurant have attracted celebrities such as Madonna, Liza Minnelli, Billy Baldwin, Cindy Crawford, Sean Connery, and Italian designer Gianni Versace. Albita sings traditional country tunes and African rhythms from pre-Castro Cuba. Producer Emilio Estefan released Albita's new album "**No Se Parece A Nada**" (Does Not Look Like Anything Else) in mid 1995. Madonna's brother, Christopher Ciccone, directed Albita's first video "**Que Manera De Quererte**" (What a Way to Love You).

Two young Puerto Rican singers are leading salsa performers in the nation, La India and Marc Anthony. Linda Caballero, known as La India, was born in Río Piedras, Puerto Rico and as an infant came to the Bronx in New York City. At the age of fourteen she became a back-up singer for TKA, a Latino hip-hop group. Hip-hop was dance music that relied on an electric, metallic sound. At first La India rejected the salsa music of her parents and released an English language album in 1990. Soon, however, she returned to her roots. In 1992 she released her first salsa album "**Llegó La India**" (The Indian Arrived). Her album was recognized as one of the best salsa records of the year. La India and her husband, Little Louie Vega, a producer and disk jockey, released a new album, *Love and Happiness*.

The second young Puerto Rican salsa singer is Marco Antonio Muñoz, known as Marc Anthony. At the age of twelve, Marc Anthony began singing commercials. One day he heard on the radio a song by Mexican pop singer Juan Gabriel and decided that he wanted to sing ballads like him. When he was nineteen, Marc Anthony participated in concerts with Danny Rivera and Tito Puente at Madison Square Garden. That was the first time he came in contact with salsa.

Marc Anthony released an album "**Otra Nota**" (Another Sound), and in 1995 "**Todo A Su Tiempo**" (Everything at its Own Time). Both albums have sold well, reaching the category of Double Platinum. He has made movies, including *Big Night*, *An East Side Story*, and *Hackers* (1994). In 1995 he starred in a picture in Miami called *The Substitute*, which was filmed at Miami Senior High School. Marc Anthony played the role of high school gang leader. Other top contemporary Latino groups include the Mexican folk groups **Los Lobos**, the Puerto Rican groups **Barrio Boyzz** and **Menudo**, the bilingual group **The Cover Girls**, and **The Triplets**.

Lesson 8.9
Handout #69 (Continued)

Spanish music with its **ritmo** or rhythm has gained acceptance in the United States and all over the world. There is probably no discotheque, nightclub, ballroom, or television and radio program that has not felt the impact of the Latin rhythm in this country.

Lesson 8.9
Handout #70

Matching Questions Exercise:

- | | | |
|-----------|--|--------------------------|
| _____ 1. | Folk singer and guitarist who was active in the 1960's civil rights and anti-war movements. | a. Pablo Casals |
| _____ 2. | Spanish composer, cellist, and conductor who helped establish the Puerto Rico Symphony Orchestra. | b. Ernesto Lecuona |
| _____ 3. | Talented band leader, arranger, and composer who was known as "King of the Mambo." | c. Xavier Cugat |
| _____ 4. | Singer known as "Queen of Salsa." | d. Israel "Cachao" López |
| _____ 5. | Cuba's most famous composer with over 400 songs, including "Siboney" and "Malagueña." | e. Celia Cruz |
| _____ 6. | Known as the "Rumba King," he appeared with his band in many Hollywood films. | f. Dámaso Pérez Prado |
| _____ 7. | One of the inventors of the mambo who is known for his "descargas" -- playing music that is not written. | g. Joan Baez |
| _____ 8. | Puerto-Rican born entertainer who starred in several telenovelas (soap operas) and recently released his first album under the guidance of Emilio Estefan. | h. Gloria Estefan |
| _____ 9. | Cuban-born singer who is one of the highest paid entertainers in the United States and has sold millions of albums throughout the world. | i. Alejandro Fernández |
| _____ 10. | Mexican-born singer who is famous for his Mexican rancheras songs. | j. Carlos Ponce |

Handout #70

Matching Questions Exercise Answer Key

1. g
2. a
3. f
4. e
5. b
6. c
7. d
8. j
9. h
10. i

SPANISH ARCHITECTURE – INFLUENCE IN THE AMERICAS

The Spanish were the first Europeans to build in present-day United States.

They developed a distinctive Spanish-American cultural tradition in their effort to retain a familiar way of life.

St. Augustine served as the capital of Spanish Florida for 250 years, since 1565. During this time the Spanish presence at time extended as far north as Virginia and west into Louisiana. The town of Santa Elena- now Parris Island, South Carolina – was the capital of Spanish Florida from 1566 to 1576.

Spanish settlements in Florida, the Southwest and the West were primarily military and religious. While Spanish rule ended in 1821, its architectural legacy remains today very much a part of the design of contemporary architects.

Spanish influence in the Americas and particularly in the United States is clearly observed in architecture.

From the Spanish Colonial architecture of the missions in Florida, California and the Southwest to the most recent designs of modern architecture, U.S. architects continue to discover the best of Spanish design and often adapt it to create unique building structures.

In 1573, King Philip II of Spain decreed a series of regulations for the establishment of new towns. Each town had to be focused around a large central square surrounded by public buildings, etc. Streets were arranged at right angles to one another. This kind of urban planning gave birth to cities from Los Angeles to St. Augustine that were founded according to the rules sent from Spain.

The use of space by Spanish colonists was predictable in its organization and seldom changed. The buildings were of a basic rectangular structure of one or two multipurpose and interconnecting rooms, usually with a *loggia* or covered porch on the south or east side. They were made of stone or adobe.

More elaborate houses were built according to the basic plan often adding rooms to form wings that would open onto a patio facing a portico of arches.

Windows often had sills supported by a step projecting into the street and covered by a *reja* or wooden grating making for a protected bay window.

Lesson MS.2

Handout #71 (Continued)

Many of our cities particularly in the Southwest can trace their origins to one of the three principal styles of the Spanish colonial times.

9. Villas – According to the Spanish Law of the Indies towns were laid out in grids with parallel streets around a plaza fortified by surrounding wall.
10. Ranchos – Some towns evolved from haciendas or ranchos. The hacienda was considered as the main dwelling of the landowner – *patrón* – and it was surrounded by the houses of the laborers – *peones* – and the cowboys – *vaqueros*. It often included a church and a school.
11. Plazas – Because of the continuing conflict with the Native Americans, many rural settlers came together into plazas for mutual defense. These were small fortified villages made up of houses that were placed facing a plaza with one entry gate and towers for defense – *torreones* – at the corners. The surrounding walls had no windows.

A Spanish-style architecture that frequently is seen in Florida and the southwest is the Mediterranean Revival style, which became popular in the 1920s.

The characteristics of these buildings are clay tile roofs, textured stucco exterior, arch motifs and ornamental ironworks. These structures are mostly the creation of 20th century architects inspired in the Spanish colonial architecture but are not representative of a direct heritage. An example is the Mar-A-Lago estate in Florida.

The Spanish introduced a series of important technological improvements in design and building. Making adobe bricks, improving techniques for building flat roofs using curved red clay tiles, introducing the Roman arch, corbels, wood and stone carvings for decorations, dome and vaulted ceilings and roofs, bell-shaped fireplaces. Bright colors especially aqua and all shades of terracotta, characterize Spanish architecture in the Americas.

The most spectacular examples of Spanish architecture are without a doubt the missions, particularly those of the West and Southwest, often quite elaborate. The earliest was built in 1620 and most were built by the Franciscans with the help of the mission Indians.

Each mission had a distinctive style. The missions of New Mexico were a combination of Spanish and Pueblo styles. They had a center aisle and the facade often had double towers.

Lesson MS.2

Handout #71 (Continued)

Those in Texas, Arizona and California were ornately decorated. The Texas missions also incorporated elements of high-style Mexican church architecture.

In the California missions such as San Juan Capistrano and San Luis Rey one can notice Moorish elements in the arches and arched windows.

A characteristic of these missions was a - *campanario* - a vertical wall projection with cutouts that hold the missions' bells. The walls were plastered of adobe and decorated close to the altar with paintings, altar screens - *retablos*, *folk paintings of the saints* - and - *bultos*, *wood carvings of the saints*.

Some of the oldest public architecture in the United States is also Spanish. The Palace of the Governors in Santa Fe, New Mexico is still in use today after several restorations.

Spanish colonial architecture has had a profound influence on the cultural landscape of the United States.

Elements of Spanish Colonial Architecture

Adobe - Brick not fired - rather dried in the sun.

Arco/Arch - Curved structural element, which spans an opening between two columns.

Balaustre/Baluster - An upright, often vase-shaped support for a railing in balconies or stairs.

Estucco/Stucco - Plaster made of white gypsum and water applied to form a hard covering to exterior walls.

Lintel/Lintel - A horizontal element which spans the jambs.

Patio/Patio - Open space in some buildings enclosed by walls or corridors.

Portal/Entrance Hall - First room of a house where the main door is.

Pórtico/Portico - Covered space that in some houses precedes the main entrance.

Tejas/Roof Tiles - Pieces of fired canal shaped clay tile used to cover the roof.

HISPANIC AMERICANS
“MANY CULTURES
ONE VOICE”

BIOGRAPHIES

GENERAL NOTE

The following BIOGRAPHIES are to be used with specific lesson plans where they are referenced. However they can also be used independently when studying Hispanic Contributions to the United States.

Names are listed in alphabetical order (not chronological) for easy access.

Information regarding dates: Dates of birth and death of historical figures are included if available and confirmed. On occasion, only one of the two dates is known; the unknown date is represented by a question mark. Birth dates and other information related to the “age” of these individuals is usually not published.

◆ BIOGRAPHIES ◆

Alarcón, Martín de	Estévez, Emilio
Allende, Isabel	Farragut, Jorge
Almonester y Rojas, Andres	Feliciano, José
Almonester, Michaela (Baroness de Pontalba)	Fernández, Alejandro
Alonso, María Conchita	Fernández, Emilio "El Indio"
Alvarez, Luis	Ferrer, José
Anza, Juan Bautista de	Ferrer, Mel
Armendáriz, Pedro	Finlay, Dr. Carlos J.
Armijo, Manuel	Gálvez, Bernardo de
Arnaz, Desi	García, Andy
Banderas, Antonio	Goizueta, Roberto
Bauer, Steven	Hayworth, Rita (Margarita Carmen Cansino)
Bauza, Mario	Hijuelos, Oscar
Bedoya, Alfonso	Juliá, Raúl
Betancour, María	Jurado, Katy
Blades, Ruben	Kino, Father Eusebio Francisco
Bujones, Fernando	Lamas, Fernando
Cabrillo, Juan Rodríguez	Laviera, Tato
Carbonell, Nestor	Lecuona, Ernesto
Carillo, León	León, Alonso de
Carr, Vikki	León, Patricia de la Garza de
Casals, Pablo	Lisa, Manuel
Chávez, César	López, Israel Cachao
Chávez, Denise	López, Jennifer
Chávez, Dennis	López, Trinidad "Trini"
Cisneros, Sandra	Machito
Clemente, Roberto	Martin, Chris-Pin
Córdoba, Arturo de	Medina, Luis
Córdoba, Pedro de	Mendez, Gonzalo and Felicitas
Coronado, Francisco Vázquez de	Menéndez de Artés, Pedro
Cristal, Linda	Miralles, Juan de
Cruz, Celia	Miranda, Francisco de
Cugat, Xavier	Mohr, Nicholasa
Darrow, Henry	Montalbán, Ricardo
Díaz, Cameron	Montez, María
Elizondo, Héctor	Moreno, Antonio
Escalante, Jaime	Moreno, Rita
Escalante, Silvestre Velez de	Novarro, Ramon
Escandó, José de	Novello, Antonia
Estefan, Gloria	Ochoa, Ellen

Olmos, Edward James
Oñate, Juan de
O'Reilly, Alejandro
Ortega, Katherine
Peña, Elizabeth
Pérez, Rosie
Phillips, Lou Diamond
Ponce, Carlos
Portolá, Gaspar de
Prado, Dámaso Pérez
Puente, Tito
Quinn, Anthony
Ramón, Domingo
Renaldo, Duncan
Río, Dolores del
Rivera, Geraldo
Roland, Gilbert
Romero, César
Ronstadt, Linda
Sanromá, Jesus María
Santana, Carlos
Santeiro, Luis

Santiago, Esmeralda
Secada, Jon
Serra, Father Júpitero
Shakira
Sheen, Charlie
Sheen, Martin
Smits, Jimmy
Torres y Ayala, Laureano de
Torres, Roberto
Treviño, Lee
Vallejo, Mariano Guadalupe
Varela, Father Félix
Vargas, Diego de
Vélez, Lupe
Vera, Joseph Azlor Vitro de (the Marques
de San Miguel de Aguayo)
Villagra, Gaspar Pérez de
Vizcaíno, Sebastian
Welch, Raquel
Ybarbo, Antonio Gil

BIOGRAPHIES

Martín de Alarcón was a Spanish official who held important political jobs and military posts in various places in New Spain (Mexico) and was governor of Texas. In 1716, after Captain Domingo Ramón had established a Hispanic presence in East Texas, Viceroy Marqués de Valero appointed Martín Alarcón governor of Texas. Together with Fray Antonio de San Buenaventura de Olivares, Governor Alarcón founded the presidio (fort) San Antonio de Béjar, the mission of San Antonio de Valero (later famous under the name *The Alamo*) and the settlement of Béjar (later known as the city of San Antonio) in 1718. Alarcón then continued to East Texas where he found the new missions founded by Ramón to be floundering. He reinforced the missions and tried to win over the Hasinai Indians with gifts.

Isabel Allende A native of Perú she is the niece of Chilean President, Salvador Allende. In 1975, fearing persecution from the military dictatorship in Chile and after her marriage to a U.S. lawyer she moved to the United States and resides in California. Her most important novel to date, *The House of the Spirits/La casa de los espíritus*, reflects the life of her family and her country. she has written several novels with impressive narrative talent, and is also the author of plays and short stories.

Michaela Almonester, Baroness de Pontalba (1795-1874) was the daughter of Andrés Almonester. She built the elegant row of townhouse apartments -- the Pontalba Building -- which still enhances the beauty of Jackson Square, the old Spanish Plaza de Armas in New Orleans. Medallions with the letters A and P still can be found at regular intervals along the townhouses. The A for Almonester and the P for Pontalba serve as a reminder of the famous father and daughter team of benefactors of the city of New Orleans.

Maria Conchita Alonso is an actress, singer, and television star. Born in Cuba to a wealthy family, Alonso moved to Venezuela at the age of five. She studied in the United States and Switzerland, where she learned English, French, and Italian. Alonso won several beauty contests, including Miss Venezuela, and then became a model and singer. She has made several soap operas that have been shown throughout Latin America.

Almonester y Rojas Andrés (1725-1798) was a rich Spanish merchant and philanthropist in New Orleans. Almonester spent \$100,000 of his own capital to rebuild New Orleans Charity Hospital, which had been destroyed by a hurricane in 1779. This calamity was followed by a worse one; a tremendous fire swept New Orleans in 1788, destroying more than 800 buildings. Again using his funds, Almonester replaced St. Louis Cathedral. In addition, he

rebuilt the Cabildo -- the municipal building -- which today is a museum. Finally, Almonester used his influence to reconstruct the old French market.

Another fire in 1794 devastated 200 buildings in New Orleans. Again, Almonester stepped forward to assist and build a new custom house. All these fires in New Orleans led to a total reconstruction of the city. What we know today as the French Quarter in New Orleans was rebuilt completely during the Spanish rule of Louisiana. (Every stone, brick, ornate iron balconies, windows, stuccoed walls, and doors were placed there under the direction of Spanish governors). Andrés Almonester y Rojas was one of the most respected leaders in New Orleans for his generosity and success in business.

Luis Alvarez (1911-1988) was born in San Francisco, California. He received his Ph.D. in Physics from the University of Chicago in 1936 and became a professor of Physics at the University of California at Berkeley in 1938. Alvarez received numerous awards in his distinguished career, including the Einstein Medal in 1961, the National Medal for Science in 1964, and the Nobel Prize for Physics in 1968. Alvarez was responsible for technological advancements in the study of physics, using the liquid-hydrogen bubble chamber to discover many previously unknown elemental particles. He was also involved in radar research during World War II and is responsible for twelve government patents in this area. One of Alvarez's more widely debated theories was his suggestion that dinosaurs were made extinct by the effects of a meteor collision with Earth.

Juan Bautista de Anza (1736-1788) was a Mexican-born army officer, governor, and explorer of Arizona, New Mexico, and California. At the age of sixteen, young Anza joined the army; and in eight years he was promoted to captain and given the command of the presidio of Tubac in southern Arizona. In 1774, Anza led an expedition of twenty-one soldiers from Tubac to the mission at Monterey, California, proving that an overland route was possible. He was promoted to lieutenant colonel for blazing this trail. The following year he led an expedition that left Culiacán, Mexico, in the spring of 1775 and arrived at Tubac in October. Additional people, including women and children, joined the expedition, which now numbered 240 and a thousand head of livestock. Anza led the expedition for twelve hundred additional miles until they arrived in San Francisco, California, in March 1776. Anza returned to Mexico City to report to the Viceroy. He was appointed governor of New Mexico in 1777 and served in that capacity for ten years. During his term of office, he won a lasting peace with the Comanches. Anza retired and died at Arizpe, Sonora, in 1788.

Pedro Armendáriz (1912-1963) appeared in movies in Mexico, Spain, and the United States. He was born in Mexico City and acted under well-known directors such as Mexican Emilio "El Indio" Fernández, Spanish Luis Buñuel, and American John Ford. His credits include Fort Apache (1948), The

Wonderful Country (1959), and Captain Sinbad (1963). He starred in over 75 films. His son, Pedro Armendáriz, Jr., is also an actor.

Manuel Armijo served three times as governor of New Mexico during the period that it was part of Mexico. He was born in Albuquerque to a very poor peasant family. Armijo became a land owner and merchant. For several years, he held the position of customs collector.

In 1827, Armijo was appointed governor of New Mexico and served a little more than a year. Ten years later he put down a revolution that had overthrown the governor, and then the Mexican government appointed him as the new governor. For the following eight years he was governor and general of the Army of New Mexico. In 1841, General Armijo defeated an army of approximately 300 Texans that had invaded New Mexico with the intention of annexing it to the Texas Republic. General Armijo was appointed governor a third time in 1845. The following year, the United States was at war with Mexico. General Stephen Kearny occupied Santa Fe without firing a shot, and Gen. Armijo fled to Mexico.

Desi Arnaz (1917-1986), together with his wife, Lucille Ball, made one of the most successful television series of all time, I Love Lucy. Produced by their company, Desilu Productions, during the 1950's. Even today reruns of the series are still shown. Arnaz was born in Santiago de Cuba and came to the United States as an exile with his family at the age of sixteen. Arnaz became famous as a singer and drummer, and he helped popularize the Cuban conga dance. He married Lucille Ball, who had been his co-star in Too Many Girls, in 1940. They were divorced twenty years later. Their two children, Desi Jr. and Lucy, also work in television, stage, and screen. Among his movies are Holiday in Havana (1949), The Long Trailer (1954), and Forever Darling (1956).

Antonio Banderas is a Spanish-born actor, who has enjoyed great success in Hollywood and has appeared in numerous films including The Mambo Kings (1992), House of the Spirits, (1994), Desperado (1995), and The Mask of Zorro (1998).

Steven Bauer was born in Cuba and came to the United States at the age of three. His father participated as a pilot in the Bay of Pigs invasion in Cuba, and his mother was a kindergarten teacher in the public school system in Miami. He started his career with the name of Rocky Echevarría and played the part of the teenager Joe in the bilingual television series Qué Pasa, USA?. Adopting the name Steven Bauer, he had parts in Scarface and Raising Cain. His other films include Thief of Hearts, Stranger by Night, and Improper Conduct.

Mario Bauza is an arranger and trumpet player who introduced Afro-Cuban music to the United States and, together with his brother-in-law, bandleader

Machito, mixed this music with jazz. Bauza came to the United States in 1926, playing a clarinet in Antonio María Romu's Charanga Orchestra and moved permanently to New York City in the early 1930s. Bauza began playing the trumpet while working with Chick Webb's Orchestra. Bauza formed The Afro-Cubans Band in 1940. The Afro-Cubans has been called the most important Latino orchestra in the United States. It played frequently in New York City's Palladium at Broadway and 53 Street.

Among Bauza's orchestral works are "Lona" (1928) and "Tanga" (1940). Bauza and Machito helped introduce the cha cha cha, the mambo and the rhumba to United States audiences. In April, 1991, when Bauza turned eighty years old, he did a show at Symphony Space in New York with Dizzy Gillespie, pianist Marco Rizo, novelist Oscar Hijuelos (author of The Mambo Kings Play Songs of Love) and others.

Alfonso Bedoya (1904-1957) made many movies in Mexico, his native country. He appeared in the role of a Mexican bandit in Hollywood's The Treasure of the Sierra Madre (1948).

María Betancour (1703-1779) was born in the Canary Islands, Spain, and led thirty-one Canary Island neighbors to found San Antonio, Betancour, a widow with five children, named the main square of the city Plaza de las Islas. She married Lorenzo de Armas and had five more children. Betancour provided leadership in San Antonio and was one of the early pioneers of Texas.

Rubén Blades has combined many careers in his lifetime; musician, singer, composer, actor, lawyer, and politician. Born in Panamá City, Panamá, his mother was a Cuban singer and pianist and his Panamanian father was a police detective and musician. Blades started his career as a singer and a musician playing American rock 'n roll and pop tunes in his native country. He became a salsa musician, and came to the United States where he made an album writing all but one of its songs. In 1984, he went to Harvard University and received a Master's Degree in International Law, having previously earned a law degree in Panamá. Blades has played parts in several films among The Milagro Beanfield War (1988), Predator 2 (1990), and The Super (1991).

Fernando Bujones is an international ballet star considered as one of the best male dancers of his generation. Born in Miami, Florida, he went to Cuba and took classes as a child with the famous Alicia Alonso ballet school. After his parents divorced, Bujones, who was ten years old at the time, returned to Miami with his mother. He later received a full scholarship to the prestigious School of American Ballet. He graduated from there at seventeen.

Bujones joined the American Ballet Theater. When he was nineteen, he was the first American to win a gold medal in the Varna, Bulgaria's international contest for ballet. Bujones married Maria Kubitschek, daughter of a former

Brazilian president. They have a daughter, Alejandra. In 1985 Bujones resigned from the American Ballet Theater after a major disagreement with its artistic director, Mikhail Baryshnikov. He then became a guest artist, dancing with the finest ballet companies in the world, such as the Royal Ballet, the Paris Opera, and the Stuttgart Ballet. In 1994, he became artistic director of Ballet Mississippi.

Juan Rodríguez Cabrillo (?-1543) was the first European to explore the coast of California in 1542-43. Several historians believe that he was born in Spain; others feel that it was in Portugal. Cabrillo was a settler in Cuba when Cuba's governor Diego Velázquez sent him as part of the army of Pánfilo de Narváez to capture Hernán Cortés in Mexico. Cortés had disregarded Velázquez' authority even though the governor of Cuba had sponsored his expedition. Cabrillo and many other soldiers from Cuba switched sides upon arrival.

Cortés appointed Cabrillo to head a company of crossbowmen. He later assisted Pedro de Alvarado in his conquest of Guatemala. Returning to New Spain (Mexico), Cabrillo was asked by New Spain Viceroy Mendoza to explore the coast of California and to search for the fabled Straits of Anian -- the North American passage that would connect the Atlantic and Pacific Oceans. For years the Spaniards searched for this non-existing strait.

Cabrillo set sail with three ships from the port of Navidad, New Spain, on June 27, 1542. On September 27, he found an excellent bay that he named San Miguel, today's San Diego Bay. They stepped ashore and met the Yuman-speaking Indians. On one of the islands that the Spaniards named Isla de Posesión, Cabrillo fell and broke his arm. They continued sailing north, passing by the Golden Gate without seeing the great bay behind it. The ships may have gone north of Drake's Bay before stormy weather and the approaching winter turned them back.

The expedition returned to the Channel Islands and on one of these islands, on January 3, 1542, Cabrillo died as a consequence of his fall in October. Before dying, Cabrillo appointed Bartolomé Ferrer as his successor. Following Cabrillo's orders, Ferrer sailed north again, possibly as far as Cape Mendocino. Ferrer then returned to Navidad, arriving on April 14, 1543.

Néstor Carbonell appeared with Brooke Shields in the comedy television series Suddenly Susan. He portrayed the role of a photographer. He has worked as an actor in other television programs such as Law and Order and Melrose Place.

Leo Carrillo (1880-1961) started his career as a journalist and then as a cartoonist. Later he worked as a Comedian and then as a Hollywood actor in the 1920's. Born in Los Angeles, Carrillo played character parts in numerous

films in the 1930's and 1940's. Carrillo's films include Mister Antonio (1929), Girl of the Rio (1932), Viva Villa! (1934), Crazy Horse (1943), and The Fugitive (1947). In the 1950's, he played Pancho, the sidekick of Cisco in The Cisco Kid television series.

Vikki Carr is a popular singer who sings in English and Spanish. Born in El Paso, Texas, of Mexican background, Carr grew up in the San Gabriel Valley near Los Angeles. By the 1960s she had begun recording songs. Among her hits are: "It Must Be Him," which reached third place on the pop charts, "Can't Take My Eyes Off Of You," and "With Pen in Hand." In 1972, Carr recorded an all Spanish album, Vikki Carr en Español. Carr's career extends over thirty years. She has made thirty-seven records in English and thirteen in Spanish, winning two Grammys for best Latin albums.

Pablo Casals (1876-1973) was a Spanish composer, cellist and conductor. Born in Spain, he was considered a master cellist by the age of twenty-one. Casals began conducting in 1908 and eleven years later founded the Orquesta Pau (Pablo) Casals in Barcelona. An opponent of the Francisco Franco regime in Spain, Casals settled in Puerto Rico in 1956. In 1957, he founded the annual Festival Casals in Puerto Rico. Later Casals helped to establish the Puerto Rico Symphony Orchestra. He died in San Juan, Puerto Rico at the age of ninety-six.

César Chávez (1927-1993) the founder and leader of the United Farm Workers Union (UFW), became a symbol of Latino aspirations to a rightful place in American society. Chávez was born to a poor but landed farm family in Arizona. The family lost the farm in the Great Depression and, like so many others, fell into the unsettled life of migrant workers. Chávez attended over 30 elementary schools as a child. It was his life in the migrant circuit that fueled César Chávez's desire to work full time as an organizer for social change. He launched the UFW in an effort to improve working conditions for migrant farm laborers. He launched a national grape boycott to pressure rural employers to recognize the new union and to negotiate contracts for better conditions. The boycott helped bring about big improvements in the practices of many growers. It provided previously unrecognized workers with the tools they needed to fight for better working conditions in the field. The UFW faced some difficult years in the mid-1970s, competing with larger unions for the right to represent farm workers. But Chávez prevailed, and the union covered more than 100,000 workers at the time of his death in 1993.

Denise Chávez is a writer and scholar whose novels, poetry, and plays have brought a deeper understanding of the diverse cultures of the Southwest to a wide audience. Chávez, a native of New Mexico, received a masters degree from Trinity College in Texas in 1974, and another from the University of New Mexico in 1984. In 1988, she joined the drama faculty at the University of Houston, where she teaches dramatic arts. More than 15 of her plays have

been produced, yet it is Chávez's work as a novelist that has brought her the greatest acclaim. Her two published novels, *The Last of the Menu Girls* (1986) and *Face of an Angel* (1993), have been praised for the richness of their characters. She has been the recipient of two fellowships from the National Endowment for the Arts and one from the Rockefeller Foundation, as well as numerous other awards and grants. Chávez has played a leading role in writing and promoting Hispanic-American literature.

Dennis Chávez was the first Hispanic American to serve in the U.S. Senate. Chávez's childhood did not offer him a typical route to the Senate. He was from a poor family in rural New Mexico. Poverty forced him out of school after the eighth grade to work delivering groceries. His passion to learn led him to spend many evenings in the library pursuing education. In 1912, he received a clerkship in the Senate from a New Mexico senator. While in Washington, DC, Chávez entered Georgetown Law School and graduated in 1920. He returned to New Mexico to build a law practice and a political career. He won election to the state legislature, followed by a seat in the U.S. House of Representatives, and finally an appointment to the U.S. Senate—a seat to which he was elected five times. As a senator, Chávez was known for his strong leadership in civil rights. His work creating the Fair Employment Practices Commission was extremely helpful to Hispanic Americans and others seeking equal treatment.

Sandra Cisneros Her father had come to the United States from Mexico and the family often traveled back and forth to Mexico to visit the grandmother. As a result, Sandra and her six brothers were constantly changing schools and homes. When she announced she wanted to go to college her father thought this would be good place for her to find a husband. She graduated from Loyola University in Chicago and enrolled in the prestigious Iowa Writers' Workshop. During a class discussion about childhood Sandra realized she had a story to tell. *The House on Mango Street* published in 1984 brought praises from critics who call her "one of the most brilliant of today's young writers". Cisneros makes her home in San Antonio, Texas.

Roberto Clemente (1934-1972) was an outstanding baseball player who came to the major leagues from Puerto Rico in 1955. He was regarded by many as the finest right fielder in the major leagues when he played with the Pittsburgh Pirates. In his 17 years with the Pirates, Clemente compiled astounding numbers. He led the Pirates to two World Series wins (1960 and 1971), won the National League batting title four times, won twelve Golden Glove awards, was the National League assist leader five times (a major league record), and played in fourteen All Star games. He was one of only sixteen players to accumulate 3000 hits. He also had 240 home runs, over 1300 RBI's and a lifetime batting average of .317. Clemente won praise for his humanitarian efforts off the field as well. He was killed in a plane crash December 31, 1972 while delivering relief supplies to the victims of a

devastating earthquake in Managua, Nicaragua. He was elected to the Baseball Hall of Fame by a special vote.

Arturo de Córdoba (1908-1973) played Latin lover roles during the 1940's. Born in Mérida, Mexico, he performed in movies such as For Whom the Bell Tolls (1943), Masquerade in Mexico (1945), and Adventures of Casanova (1948).

Pedro de Córdoba (1881-1950) was born in New York to Cuban-French parents. He worked on the stage and later played leads in many silent and sound films, often playing roles of aristocratic Hispanics. These films include, among many, Captain Blood (1935), Anthony Adverse (1936), For Whom the Bell Tolls (1943), and Samson and Delilah (1949).

Francisco Vázquez de Coronado (1510-1554) explored several southwestern states, traveling as far as the plains of Kansas. He came to New Spain as an aide of Viceroy Antonio de Mendoza in 1535. Three years later Coronado was appointed governor of New Galicia. When Fray Marcos de Niza returned from New Mexico to Mexico City with the news of the great Indian cities to the north, Coronado asked and was granted permission from the Viceroy to lead an expedition to the area.

Coronado assembled a large force in Compostela, the capital of New Galicia. There were two hundred twenty-five cavalry troops, sixty-two infantrymen, three women, seven hundred Native Americans to serve as servants, and herdsmen of the sheep and cattle of the expedition. Fray Marcos de Niza was the principal guide and he was joined by four other Franciscan missionaries. Coronado's army left in February 1540 and three months later arrived in Arizona. Then the army moved on to New Mexico in search of the Seven Golden Cities of Cibola and the riches of Gran Quivira. Coronado was greatly disappointed when he saw only small adobe Zuni villages without any gold.

During the winter of 1540-41 the Pueblo Indians of New Mexico fought the Spanish army in what has been called the Tiguex War. In the spring of 1541 Coronado led his army through Texas, Oklahoma, and Kansas looking for gold in a mythical Quivira. Giving up the quest for riches, Coronado led his disperated army, now numbering less than a hundred soldiers, back to Mexico in the fall of 1542. Coronado, his friend the Viceroy, and others had lost their fortunes. Coronado died in obscurity some twelve years later. Although Coronado's entry into the Southwest was regarded as a failure in his time, it is now recognized as one of the greatest explorations of the United States.

Linda Cristal starred in several Mexican and U.S. films. Born in Buenos Aires, Argentina, Cristal debuted in Hollywood in "Comanche" in 1951.

Celia Cruz known as the "Queen of Salsa," refuses to give her age, but she has been performing for over forty years. Born in Havana, Cuba, Cruz worked

as the lead vocalist of Sonora Matancera orchestra for fifteen years. During the 1950s this orchestra appeared at the famous Tropicana nightclub in Havana and on television. Cruz and members of the orchestra left Cuba in 1960. They worked in Mexico for one-and-a-half years and appeared in five Mexican movies. Cruz then came to live in the United States.

Celia Cruz has made many albums during her successful career; among them: Cuba and Puerto Rico Son (1966) with Tito Puente, Celia Cruz y Tito Puente en España (1971), Celia and Johnny (1974), with Johnny Pacheco, Recordando el Ayer (Remembering the Past) (1976) with Willie Colón, and Lo Mejor de Celia Cruz (The Best From Celia Cruz) (1974). She appeared in the movie Salsa (1976) and The Mambo Kings Play Songs of Love (1991). Celia Cruz performed before thirty-four heads of state, including President Clinton, during the Summit of the Americas in December, 1994 in Miami.

Xavier Cugat (1900-1990) was known as the "Rhumba King" during the 1930s and 1940s and appeared with his band in many Hollywood films. Born in Barcelona, Spain, Cugat and his family moved to Havana, Cuba, when he was three years old. He came to the United States and worked as a cartoonist for the Los Angeles Times.

In 1928, he gave up his job as a cartoonist and started a band, playing at the Coconut Grove nightclub in Hollywood, California. Cugat became a great success. His band played on radio, and his band was featured in many movies, including Go West, Young Man (1936), Holiday in Mexico (1946), and Chicago Syndicate (1955).

Henry Darrow has acted in television and movies. Born in New York City, Darrow had a part in the High Chaparral television series from 1967-1971.

Cameron Diaz is a rising Cuban American actress with several successful films including My Best Friend's Wedding and There's Something About Mary (1998).

Héctor Elizondo has portrayed different ethnic individuals in television, theater, and film. Born in New York City, Elizondo began his career playing classical guitar and conga drums in a Greenwich Village band. His first Hollywood movie was Valdez is Coming in 1971. Elizondo has made several movies made-for-television such as Chains of Gold (1991) and Burden of Proof (1992).

Jaime Escalante was brought to the nation's attention by the popular movie, *Stand and Deliver*, which was based on his life. Escalante was born in Bolivia and had a successful career teaching physics and math in La Paz before moving to the United States. He could not teach in the U.S., however, because his degree was not from an American institution. He went back to school and

earned a B.S. from California State, putting himself through school by working as a busboy, cook, and factory technician.

Escalante began teaching in the barrio at Garfield High School in East Los Angeles in 1974. His success in inspiring a group of students that many others had given up on won him the praise of many of his peers. His ability to encourage his students to excel at a national level, often sending them on to prestigious universities, brought him national attention. Escalante was awarded the White House Hispanic Heritage Award in 1989 and the Jefferson Award in 1990.

Silvestre Vélez de Escalante was a Franciscan missionary and explorer of the Southwest. Viceroy Bucareli of New Mexico was interested in opening two trails to Monterey, California -- one from Sonora, which Juan Bautista de Anza did, and the other from Santa Fe. Father Escalante was chosen. On 1776 he set out from Santa Fe with eight people, among them Father Francisco Atanasio Domínguez and Bernardo de Miera, to search for a route to Monterey, California.

The search took the explorers over northern New Mexico, Colorado, Utah, and Arizona. They reached Utah Lake, the future site of Provo. After traveling five months on horseback through territory unknown to Europeans, they returned to Santa Fe. Though the overland route from Santa Fe to Monterey proved to be impractical, the approximately two thousand miles trek strengthened Spanish claims up to the 42 degree latitude north.

José de Escandón led a large colonization effort north and south of the Rio Grande. From 1749 to 1755, Escandón established twenty-three towns and fifteen missions. Two of the towns, Laredo and Dolores, were built north of the Rio Grande. Dolores was later abandoned, but Laredo grew slowly and by 1767 had about two hundred people.

Gloria Estefan is an internationally known singer and one of the most famous and highly paid Hispanic entertainers in the United States. Born in Cuba, Gloria Fajardo (Estefan) came to the United States as a child. Gloria Fajardo joined a group called the Miami Sound Machine led by Emilio Estefan. In 1978, Gloria and Emilio Estefan got married. They have a son and daughter.

In 1979, the group recorded its first album with all Spanish songs. Their first English language single, "Dr. Beat," became very successful, especially in England in 1984. The following year another single, "Conga," became a hit. Other hit songs followed: "Bad Boy," "Words Get in the Way," "Rhythm is Gonna Get You," "Let it Loose," "Can't Stay Away From You," and "Anything for You." In 1989, Estefan released a solo album, Cuts Both Ways. The following year her bus was struck from behind by a truck and she broke a

vertebra. Estefan was unable to work for the rest of the year. Following her recovery, she released a new album, Into the Light (1991). This was followed by Mi Tierra (1993) with all Spanish songs. Estefan has sold thousands of albums all over the world.

Emilio Estévez is the son of actor Martin Sheen who used the original Spanish name of his family. Born in New York City he has made over twenty-five films, written several screen plays, and directed two films. Some of his film credits include The Breakfast Club (1985), Young Guns (1988), Young Guns II (1988), Mighty Ducks (1993) and Mighty Ducks 1 (1994).

Jorge Farragut (1755-1814) fought in the navy and in the army during the American Revolution. Born in Ciudadela, Menorca, one of the Spanish Balearic Islands, Farragut went to sea at the age of ten. He was employed in the Mediterranean Sea, at one time serving in the Russian navy. He permanently left his native island in 1772, becoming a merchant marine captain and operating in the Gulf of Mexico, visiting ports such as Veracruz, Mexico, and New Orleans in Spanish Louisiana.

When the American Revolution started, Farragut joined the Patriot navy of South Carolina in Charleston in 1776. At first he served as a lieutenant on a privateer. Two years later he was appointed a first lieutenant in the South Carolina navy and asked to supervise the construction of war galleys. Farragut was captured by the British in a naval battle. Released in a prisoner exchange, he captained a privateer and assaulted British merchant ships. During an attack, a musket ball seriously wounded his right arm, leaving him semi-paralyzed. The disability forced him to leave the navy. However, he did not give up fighting, and soon he joined the forces of General Francis Marion and saw action at the Battle of Cowpens. Farragut was appointed commander of a voluntary artillery company by General Abner Nash. He fought with distinction near Wilmington, North Carolina and at Beaufort Bridge.

After the war, Farragut went into the wilderness of Eastern Tennessee and became a typical frontiersman, a sort of jack-of-all-trades. His restless activities caught the attention of William Blount, the governor of the new state of Tennessee. Blount appointed him a major in the militia. In 1792, Farragut established his residence in Knoxville. In 1795, at the age of 40, he married 36-year-old Elizabeth Shine, a native of Dobbs County in North Carolina. They had five children. Farragut then moved to Louisiana. His first job was in the construction of twenty-nine gunboats required for the defense of New Orleans. After the construction was completed, Farragut became the captain of Gunboat II and later was appointed Sailing Master. During the War of 1812, Farragut assisted in minor missions with his gunboat, although he was practically incapacitated for naval service. He died in 1814.

José Feliciano is one of the most popular Hispanic singers. Born in Lares, Puerto Rico, Feliciano and his family moved to New York City's Spanish Harlem. Feliciano learned to play the guitar and the accordion and started out performing in coffeehouses in New York's Greenwich Village. His first album, The Voice and Guitar of José Feliciano (1964) was successful. One of his songs, "Light My Fire," became a hit. Feliciano has also recorded albums in Argentina, Venezuela, and Mexico. He sings in both, English and Spanish

Alejandro Fernández was born in Mexico. His father, Vicente Fernández, is a well known singer. Alejandro Fernández started his career at the age of eighteen singing with his father a song called "Amor de los Dos" (Love From Both of Us). In 1994, the young singer was nominated for a Grammy. His album, produced by Emilio Estefan under the Sony Latin label, sold 800,000 copies.

Emilio "El Indio" Fernández (1904-1986) was one of the most important figures in the Mexican film industry. Born in El Seco, Coahuila, Mexico, he fought in the Mexican Revolution. He later moved to California where he played parts in various films. During the 1940's, he returned to Mexico and became a film director. One of his films, María Candelaria (1943), received the Grand Prize at the Cannes Film Festival. Among his U.S. films are Return of the Seven (1960) and Lucky Lady (1975).

José Ferrer has had a distinguished career in stage and screen. Born in Santurce, Puerto Rico, Ferrer graduated from Princetown University in 1933. Among his many plays are Let's Face It (1942), Stalag 17 (1951), Man of La Mancha (1966), and Cyrano de Bergerac (1975). He has directed, produced, and starred in many films. Among his film credits are Joan of Arc (1948), Moulin Rouge (1953), The Caine Mutiny (1954), Lawrence of Arabia (1962), and Ship of Fools (1965). He received an Oscar for best actor in Cyrano de Bergerac in 1950. Ferrer was inducted in the Theater Hall of Fame in 1981.

Mel Ferrer has acted in and directed many films. Born in New York City, his father was a Cuban-born surgeon and his mother a wealthy high society lady. He made his Broadway debut as a dancer in 1938. His films as an actor include War and Peace (1956) and The Sun Also Rises (1957). He directed several films, among them, The Girl of the Limberlost (1945) and Green Mansions (1959). He has been married four times. Ferrer's third wife was the late movie star Audrey Hepburn.

Dr. Carlos Juan Finlay Dr. Carlos Juan Finlay was born in Camaguey, Cuba on December 3, 1833. He studied medicine at Jefferson Medical College in Philadelphia, Pennsylvania. He went back to Cuba where he practiced general medicine and ophthalmology.

He became interested in finding the cause of yellow fever as a result of his work with the patients he observed. He noticed after many laboratory studies that the rise in the number of cases of yellow fever increased with the rise of the invasion of a certain mosquito.

In 1890 the U.S. Government appointed the fourth Yellow Fever Commission and Dr. Walter Reed was put in charge of the commission. They went to Havana to find the cause of the disease. Dr. Finlay gave Dr. Reed the records of his experiments and a container of mosquito eggs to repeat the experiments. On December 22, 1900, recognition was given Dr. Carlos Finlay as the discoverer of the transmitting agent of the yellow fever. After confirmation of his theories, a sanitary campaign was carried out according to Dr. Finlay's recommendations. The success of the Campaign in Panama made possible the completion of the construction of the Canal where many lives had been lost to the disease.

In France, Dr. Finlay received the Legion of Honor Cross at the Sorbonne University and his effigy can be found alongside those of Fleming, Koch and Madame Curie. Dr. Finlay died in Havana on August 20, 1915.

Bernardo de Gálvez (1746-1786) led a Spanish army of over 7,000 soldiers in fighting major battles during the American Revolution and assisting in the struggle for independence of the thirteen colonies. Born in Macharaviaya, near Málaga, Spain, Gálvez's family was very prominent. His father, Matias de Gálvez, served as Captain General of Guatemala and Viceroy of New Spain; his uncle, José de Gálvez, became Charles III's Minister of the Indies in charge of all colonial affairs in the Americas. Bernardo de Gálvez began his military career as an infantry lieutenant at the age of sixteen, fighting in the war against Portugal.

After the war, he was promoted to captain. In 1769, he accompanied his uncle, José de Gálvez, who had been given an important post in the Viceroyalty of New Spain, in Mexico City. Captain Gálvez participated in several expeditions against the Apache Indians in Texas. He was seriously wounded in two encounters. His experiences on the northern frontier of Nueva Vizcaya were of great value to him when he served as military and political leader. Years later he would write a guide on dealing with the Apaches entitled, Instructions for the Interior Provinces.

Gálvez returned to Spain in 1772 and spent the next three years with his regiment in France. There he learned French, a skill which proved useful to him in later years. He participated in the unsuccessful war against Algiers, during which he was seriously wounded and was promoted to lieutenant colonel. One year later he became a colonel and was assigned to New Orleans. On July 19, 1776, Colonel Gálvez succeeded Luis de Unzaga as interim governor of Louisiana. On January 1, 1777, he became governor. Once in office,

the twenty-nine year old governor began helping American revolutionaries by opening the port of New Orleans to them. In April, he confiscated eleven British ships which had been smuggling goods. He then ordered all British subjects to leave Louisiana, thereby curtailing British trade with the region. Governor Gálvez also sent 10,000 pounds of gunpowder upriver to Fort Pitt. He worked closely with Oliver Pollock, the Continental Congress agent, and gave \$74,000 and supplies worth 25,000 doblones to the army of General Washington and General Lee.

Gálvez's aid in the form of gunpowder, blankets, rifles, medicine, and bullets assisted the Continental Army in retaining control of the territory west of the Allegheny Mountains. Governor Gálvez also assisted General George Rogers Clark with money and supplies. General Clark captured Kaskaskia, Cahokia, and Vincennes, thus driving the British from the Ohio Valley. On June 21, 1779, Spain declared war against Great Britain. When the news reached New Orleans in July, Gálvez decided to attack the British immediately.

On September 7, Gálvez captured Fort Bute in Manchac. On September 21, he captured Baton Rouge. Gálvez also demanded the surrender of Fort Pammure in Natchez. With forces from Pointe Coupee, Carlos Grand Pre seized the British posts on Thompson's Creek and the Amite. In a few weeks, Gálvez had captured five British forts and had taken over 1,000 prisoners. The campaign then shifted to the Upper Mississippi Valley. Captain Ferdinand de Leyba repulsed a British and Indian attack on St. Louis on May 26, 1780, even though the Spanish garrison was vastly outnumbered. On February 12, 1781, a small band of Spaniards and Indians invaded and captured the English port of St. Joseph on Lake Michigan. By this time, British rule was ended along the length of the Mississippi River. In recognition of his achievement, the King of Spain promoted Gálvez to Brigadier General.

On March 13, after a twenty-one day siege, General Gálvez captured Mobile. Then he attacked Pensacola leading an army of over 7,000 soldiers, including black, mestizo, and white soldiers born in Cuba, Puerto Rico, Hispaniola, and Mexico. On May 8, 1781, Pensacola was captured. For his great victory, Bernardo de Gálvez received many honors. He was promoted to lieutenant general; named governor and captain general of Louisiana and Florida; and made a count. He was given a coat of arms by King Charles III of Spain. General Gálvez was later appointed governor of Cuba and, upon the death of his father, became Viceroy of New Spain. At the age of forty, after a brief but highly successful administration he died and was buried in Mexico.

Andy García has become a major Hollywood star without abandoning his culture and heritage. Born in Havana, Cuba, García's father was a lawyer and his mother a teacher. He came, with his family to the United States at the age of five. García grew up in Miami and took drama classes at Florida International University. In 1978 he moved to Los Angeles.

An aspiring actor, García was told repeatedly to change his name to something less Hispanic, but he refused. He became a Hollywood star following his performance in Francis Ford Coppola's The Godfather, Part III (1990). Among his other films are The Untouchables (1987), Black Rain (1989), Hero (1992), and When a Man Loves a Woman (1994).

García made a documentary about Cuban artist Israel López, known as "Cachao," the co-creator of the mambo. He lives in Los Angeles and Miami with his wife Marivi and their three daughters.

Roberto Goizueta (1931-1998) Cuban-born and raised as the son of a sugar cane grower, Roberto Goizueta has become the chief executive officer of one of the world's largest corporations -- Coca-Cola. Goizueta earned a degree in chemical engineering from Yale University in 1953. He began working for Coke as a chemist. He became assistant vice president for research in 1964 and the CEO in 1981. He is credited with reversing Coke's declining fortunes with his bold initiatives. Goizueta also sits on the board of directors of the Ford Motor Company and Eastman Kodak, and is a trustee of Emory University. Active in charity work, he was one of the founders of the Points of Light Initiative, an organization that promotes voluntary service. Goizueta was awarded the Herbert Hoover Humanitarian Award of the Boys Club of America in honor of his charitable efforts.

Rita Hayworth (1918-1987) became one of Hollywood's hottest stars of all time, especially during the 1940's. born with the name Margarita Carmen Cansino in New York City, her father was a Spanish flamenco dancer and her mother a Ziegfeld Follies dancer. Rita Hayworth was Ginger Rogers's first cousin since their mothers were sisters. Hayworth started dancing flamenco professionally at the age of thirteen. In 1935, she made her debut in Hollywood using her real name. Two years later she married Edward Judson who advised her to drop her Spanish name in order to become a star. She then changed her name to Rita Hayworth.

Oscar Hijuelos is the first Hispanic writer to win a Pulitzer Prize for fiction, *The Mambo Kings Play Songs of Love*. He was born in New York City to Cuban-American parents and graduated with an M.A. in English from City College of the City University of New York. He is one of the few Hispanic writers to have formally studied creative writing. His award-winning novel became one of Hollywood's most acclaimed movies of the 1990s.

Raúl Juliá (1940-1994) appeared in many plays and films during his thirty-year career. He played all types of roles -- from villain to hero, from odd ball sidekick to romantic parts. Born in San Juan, Puerto Rico, he began his career on the stage, performing in Hispanic plays such as La Carreta (The Oxcart). He also had roles in many Shakespearean and classical plays. Among his plays were Titus Andronicus (1967), The Two Gentlemen from Verona

(1971), Hamlet (1972), and Man of La Mancha (1992). Juliá acted in several movies since 1971. He became nationally well-known for his role in Kiss of the Spider Woman (1985). Included among his films are Panic in Needle Park (1971), Compromising Positions (1985), Moon Over Parador (1988), Tequila Sunrise (1988), The Addams Family (1991), and The Burning Season (1994). Juliá died of a stroke in 1994 and was given a state funeral in Puerto Rico. He is survived by his wife, dancer Merel Poloway, and two sons.

Katy Jurado made movies in Mexico before arriving in Hollywood. Born in Guadalajara, Mexico, Jurado was nominated for an Oscar as a supporting actress in Broken Lance (1954). Her credits include High Noon (1952), One-Eyed Jacks (1961), Pat Garret and Billy the Kid (1973), and The Children of Sánchez (1978).

Father Eusebio Francisco Kino (1645-1711) was a Jesuit missionary and explorer who founded many missions among the Pima Indians in the present Sonora, Mexico and in southern Arizona, and made over fifty inland explorations while establishing many cattle ranches and introducing new crops in the region. He was born under the name of Eusebio Chino in Segno, a small village near Trent in northern Italy. He studied in Freiburg and Ingolstadt distinguishing himself in mathematics, cartography, and astronomy. Declining an offer by the Duke of Bavaria and his father, the Elector, in 1676 to become a professor at the University of Ingolstadt, Kino decided to become a missionary.

Father Kino arrived in New Spain in 1681 and two years later was assigned to an expedition of Lower California, the present-day Baja, California. The Viceroy, aware of Kino's mathematical background and having read his pamphlet describing the comet of 1681, made him royal cosmographer -- that is mapmaker, astronomer and surveyor -- of the expedition. Father Kino founded several missions and explored various parts of Lower California. The missionary effort was then abandoned in the area and Father Kino was assigned to Pimería Alta -- northern Sonora and southern Arizona -- in 1687.

Kino would spend the next twenty-four years of his life in the land of the Upper Pimas. Between 1687 and his death in Magdalena, Sonora, in 1711, Father Kino founded a chain of approximately twenty-five missions and off-campus mission centers. He established his headquarters at the mission of Nuestra Señora de los Dolores in Sonora. Today tourists can visit Kino's missions of San Xavier del Bac, Tumacácori, and Guevavi in southern Arizona. Besides converting the Indians of Pimería Alta, he introduced a variety of new plants and animals and made thirty-six extensive explorations, fifteen of which were in southern Arizona. Father Kino mapped the entire area of Pimería Alta. The "Padre on the Horseback," as he was called by his biographer and historian Herbert Eugene Bolton, was the cattle king of his day. He established cattle

ranches in twenty different places, using exclusively Indian labor in order to provide a food supply for the Indians of the missions.

Father Kino died at the age of sixty-six and was buried in a church in the mission at Magdalena, Sonora. The state of Arizona placed a statue of Father Eusebio Francisco Kino in the United States Congress and named a 3,197 foot mountain the Kino Peak in the Bates Mountains area.

Fernando Lamas (1915-1982) became a movie star in his native country of Argentina. Born in Buenos Aires, Lamas came to Hollywood to play Latin lover roles. Among his films are The Merry Widow (1952, The Violent Ones (1967), and 100 Rifles (1969). He married two actresses, Arlene Dahl and Esther Williams. His son Lorenzo Lamas, also became an actor.

Tato Laviera Born in Santurce, Puerto Rico, when he was nine the family moved to New York settling in the Lower East Side. He graduated from high school as an honor student and enrolled at Brooklyn College. He was so successful teaching kids in an after-school program that he was offered a job at Rutgers University in New Jersey. He became associate director of a local association for community services. In 1979 he met Nicholas Kanellos who was so taken by his poetry that he asked Laviera to put his work into a book. His poetry explains the experience of a Puerto Rican in New York City and is written both in English and Spanish. It is also influenced by the music of Puerto Rico. In 1980 when President Jimmy Carter hosted a gathering for American poets at the White House, Laviera was among the select group.

Ernesto Lecuona (1896-1963) was probably the most famous Cuban composer. Born in Guanabacoa, Cuba, Lecuona played a concert in New York City at the age of seventeen. During his twenties he studied with Maurice Ravel in France. Lecuona composed over four hundred songs, some of which were played in Hollywood movies. His composition of "Siboney" was published in the United States in 1929. Other popular songs were "Maria la O" (1931) and "Para Vigo Me Voy" (Say Si Si) (1933). Lecuona also composed classical pieces such as "Malagueña" (1927) and "Andalucía" (1930). He organized a band called Lecuona Cuban Boys that performed in the United States and in Europe. Today Lecuona's music is heard and enjoyed throughout the United States, but particularly in South Florida.

Alonso de León (1637-1691) led several expeditions into Texas and, together with Father Damián Mazanet, founded its first missions. Born in the frontier of New Spain (Mexico), León was a soldier and explorer. He had served as the first governor of Coahuila, a new province created to respond to the French threat to Texas. Learning that the French, under René Robert Cavalier Sieur de La Salle, had built a fort somewhere in Texas, León, was sent in 1686 by the Viceroy to find it. A year later he was promoted to general.

During his fourth expedition into Texas, General León found the French fort, but it was in ruins. Two French survivors told the general that La Salle had been murdered by his own men in 1687 and the Karankawa Indians had destroyed Fort St. Louis -- as it had been called. Spain, responding to the French threat as it had done previously in Florida, decided to occupy Texas. In 1690 General León and Father Damián Mazanet, together with a small army and four other priests, founded two missions: San Francisco de las Tejas and Santísimo Nombre de María or Holy Name of Mary in East Texas. Late in 1690 General León returned to Monclova, capital of Coahuila, with 107 soldiers. Only three had remained in Texas with the missionaries. The general died the following year.

Patricia de la Garza de León (1777-1849) was one of the earlier pioneer women in Texas. Born in Mexico, she invested her \$10,000 inheritance and livestock to assist her husband, the Empresario (landowner) Martín de León, to establish a cattle ranch in Texas and found the town of Victoria in 1824. After her husband's death in 1833, Mrs. de León became one of the richest women in Texas.

She supported the Texas Revolution financially. However, after independence, De León was forced to flee with her family. One of her sons was killed and she lost her properties. Eventually, she returned to Victoria and lived quietly and modestly.

Manuel Lisa (1772-1820) was a rich trader and explorer of the Great Plains. At the age of 18, Lisa left New Orleans for St. Louis, Missouri. He began to trade and soon became rich. In 1807, he led a party of forty-two men up the Missouri River past North Dakota to central Montana. At this point they built Manuel's Fort, named after their leader. Lisa's fort opened the Upper Missouri, and he became the most important merchant, trading with almost all Indian tribes of the region. (Partly due to Lisa's explorations, St. Louis became the transportation and commercial hub of the region).

Israel "Cachao" López is a bassist who arranges and composes, plays the trombone, trumpet, bongo and piano, and was one of the creators of the mambo. Cachao is also known for his "**descargas**" or discharges -- playing music that is not written. Born to a musical family in Havana, Cuba, Cachao played with many orchestras in Cuba, among them José Fajardo's Orquesta América. In 1963 Cachao moved to New York City and played for various bandleaders, including Tito Rodriguez, Johnny Pacheco, Pupi Campo, and Julio Gutiérrez. Over the years Cachao's music has been recorded on many albums, such as Cachao y su Descarga '77 1977 and Cachao y su Descarga '86 (1986).

Jennifer López was the highest-paid Latina actress in 1998. Born in The Bronx of Puerto Rican descent, she has made many films including Selena

(1997) and *Out of Sight* (1998). López is also an accomplished singer whose voice has landed her a multimillion-dollar recording contract with Sony.

Trinidad "Trini" López recorded fourteen chart albums and thirteen chart singles during the 1960s. Born in Dallas, Texas, López formed his first band in Texas when he was fifteen years old. He started performing in nightclubs and after performing for Frank Sinatra at the Club PJ's, Lopez signed with Sinatra's label, Reprise Records. The album called Trini López at PJ's became number two in 1963. Lopez recorded many albums, among them The Latin Album (1964), Trini (1966), and Greatest Hits! (1966). López appeared in a number of films such as The Dirty Dozen, and Marriage on the Rocks. However, by the end of the 1960s, López's fame had evaporated. Although López continued to sing in clubs during the 1980s, little has been heard about him since his famous days.

Machito (1912-1984) was a singer, band leader and percussionist. Born in Cuba, Machito came to the United States and organized a band along with Bauza, the Afro-Cubans. Together with his brother-in-law, the trumpeter Mario Bauza, Machito revolutionized Latin music in the United States by mixing it with jazz.

Chris-Pin Martin (1893-1953) acted in many western movies in the 1930's and 1940's. Born in Tucson, Arizona, to Mexican parents, he was baptized as Christopher Poinciana Martin. Some of his films are The Cisco Kid (1931), The Mark of Zorro (1940), San Antonio (1945), and Ride the Man Down (1952).

Luis Medina Luis Medina became quite an accomplished photographer in the seventies and early eighties. Leaving Cuba in 1958 to complete his education in Spain, Medina later joined his parents after their emigration to the United States in 1961. After graduating with honors from Miami-Dade Junior College, Medina continued his studies at the School of the Art Institute of Chicago. He was awarded a Bachelor of Fine Arts in 1971 and a Master of Fine Arts in 1973. His professional collaboration with José López, a childhood friend from Cuba, began while both were enrolled as students in Chicago. Much of their work was exhibited under the name López-Medina in shows at The Art Institute of Chicago, the Amos Anderson Art Museum (Helsinki, Finland), the National Gallery of Victoria (Melbourne, Australia) and the Centre for Photographic Studies (Sydney, Australia). A major career highlight was the participation in Community Rediscovery '76, a pilot program of the American Revolution Bicentennial Administration in cooperation with the Illinois Arts Council. Medina's work has been exhibited since 1969 in such venues as the University of Chicago, Boston Museum of Fine Arts, Rochester Institute of Technology, the Chicago Museum of Contemporary Art, and a one-man show at The Art Institute of Chicago in 1980. His photographs are part of the collections at The Art Institute of Chicago, The Boston Museum of Fine Arts, The Library of Congress, The University of Chicago and the Illinois Arts Council, among

others. Medina received numerous awards and recognition throughout his academic and professional careers. Although his death in 1985 cut his career short, showing of Medina's work continued well into the 1990s as well as being part of permanent collections both nationally and internationally.

Felicitas and Gonzalo Mendez When their children were turned away from an all-Anglo school in Orange County, California, and told to go to a school for Mexican-americans, Felicitas and Gonzalo Mendez fought back. In 1945, the farming couple filed a lawsuit on behalf of 5,000 Latinos against the county's four school districts, seeking the right for their children to be educated in the same school as Anglo children.

Felicitas Mendez, a native of Puerto Rico, managed the family's rented, 40-acre asparagus farm so that her husband, a Mexican immigrant, could work on the cause full time.

Thurgood Marshall, then the top lawyer for the National Association for the Advancement of Colored People, filed a friend-of-the-court brief in the case.

A federal judge in 1946 ruled in favor of the Latinos, rejecting the argument that the schools for them and for Anglos were "separate but equal." Judge Paul J. McCormick wrote that "the paramount requisite in the American system of public education is social equality. It must be open to all children by unified school association regardless of lineage."

Though the school districts had argued that they segregated Latino children because of language differences, the judge pointed out that the districts didn't even test all children on their language ability.

Judge McCormick's decision was upheld on appeal a year later, launching integration of schools in Orange County. And while the case showed that segregation was not just an issue for African-Americans, it helped point the way to the U.S. Supreme Court's historic 1954 decision in *Brown v. Board of Education of Topeka*.

Gonzalo Mendez died in 1964, and Felicitas Mendez in 1998.

Pedro Menéndez de Avilés (1519-1574) founded the first permanent European settlement in the nation and governed the eastern portion of the United States for almost ten years. Born in Avilés in the Spanish region of Asturias, Menéndez became a sailor at a young age. In 1556 Menéndez was appointed captain general of the Fleet of the Indies -- the Spanish treasure ships that brought gold, silver and other riches from the Americas and were protected by armed galleons in their voyage back to Spain. He brought safely hundreds of ships to and from Spain for twelve years. He also fought pirates in North Africa and brought supplies to the Spanish army in the Netherlands.

When King Philip II of Spain learned that the French had built a fort in the present Jacksonville, Florida, and threatened the safe passage of his fleet that sailed along Florida's Atlantic coast, he summoned Pedro Menéndez. The King made Menéndez Adelantado, or governor, of La Florida and ordered him to drive out the French and conquer this land for Spain.

Menéndez founded St. Augustine on September 8, 1565, celebrating a Thanksgiving ceremony with the Timucuan Indians of the area. A mass was officiated by Father López, and food was shared by the Spaniards and local Indians. He then destroyed the French fort and attacked the French in other areas, killing most of them. The Adelantado founded six other settlements with forts and missions. He placed the capital of La Florida in today's Parris Island, South Carolina, and named it Santa Elena. Sixteenth century La Florida extended north to Newfoundland since England had not yet established a permanent settlement in North America. The other fort/mission settlements were: Santa Lucía, Tequesta (Miami), San Antón (Mound Key), Tocobaga (Tampa), and San Mateo (Jacksonville), all of them in the present state of Florida. Menéndez brought Jesuit missionaries who founded missions in Florida, Georgia, the Carolinas, and Virginia.

The King later appointed Menéndez to also serve as Governor of Cuba and to be responsible for the entire defenses of the Spanish settlements in the Caribbean. After serving almost ten years as Governor of La Florida, Menéndez was recalled to Spain by the King and placed him in charge of the Spanish fleet gathered at Santander. While in Santander, Pedro Menéndez was stricken ill and died in September 1574. Pedro Menéndez de Avilés is one of the founders of the United States.

Juan de Miralles (1715-1780) served as Spain's royal commissioner or agent to the thirteen colonies during the American Revolution. Born in 1715 in Petrel, Province of Alicante, Spain, Juan de Miralles arrived in Cuba at a young age. He later married María Josefa Eligio de la Puente, a member of a prominent Cuban family. Miralles became a respected and wealthy merchant and raised a large family. He spoke English and French well. When he was already in his sixties, Miralles was asked to undertake an important diplomatic mission in the American colonies. He was a royal commissioner, serving as an agent or observer between Spain and the colonies. Miralles and his secretary, Francisco Rendón, arrived in Charleston, South Carolina, on January 9, 1778. There they were treated with great respect by Governor Edward Rutledge and other important leaders. Miralles stayed in Charleston for a few months, buying ships and starting trade between Spain and the colonies. He then traveled to North Carolina and held conversations with Governor Abner Nash. On May 28, he arrived in Williamsburg, Virginia, where he was welcomed by Governor Patrick Henry and the House of Burgesses. Miralles discussed the possibility of a joint attack on British Florida with the three Southern

governors. Soon Miralles met the important revolutionary leaders, Henry Laurens, Charles Lee, and Edmund Randolph. Stopping in Baltimore, Miralles initiated further trade with Cuba. In July, Miralles moved to Philadelphia. Together with Robert Morris, the "financier of the American Revolution," Miralles also established commerce between Philadelphia and Havana. Like the Spanish Ambassador in Paris, Count de Aranda, Miralles became a strong supporter of the American revolutionary effort. It was not long before Miralles met General Washington and the two became great friends.

General and Mrs. Washington showed their high regard for Juan de Miralles when the diplomat became seriously ill while visiting the General at Morristown with the French Ambassador la Luzerne. Both General and Mrs. Washington cared for the terminally ill diplomat. Miralles died on April 28, 1780, and General Washington presided over the magnificent funeral. The final resting place of Juan de Miralles is the crypt of the Iglesia (church) del Espíritu Santo in Havana, Cuba.

Francisco de Miranda (1750-1816) fought in the American Revolution under the command of General Bernardo de Gálvez, and his efforts to bring freedom for Venezuela earned him the title of "Precursor of Latin American Independence." Born in Venezuela, he became an officer in the Spanish army. After fighting in Morocco for two years, he participated as a captain in the siege and capture of Pensacola in 1781 and the capture of the Bahamas in 1782. Miranda was also instrumental in obtaining funds in Havana to assist the armies of General George Washington and the Count of Rochambeau in the Chesapeake area. With the money from Cuba, supplies were purchased, and the battle of Yorktown was won, bringing independence to the thirteen colonies.

Miranda broke with Spain and advocated independence for Latin America. He led a life of adventure in Europe for several years, where he served as a general in the French Revolution. In 1806, Miranda invaded his native Venezuela with 200 soldiers to liberate it from Spain. His invasion failed. In 1811, he returned to Venezuela and was appointed commander-in-chief of the army in newly-independent Venezuela. He was defeated by Spanish royalist troops, sent to prison in Puerto Rico and then to Spain, where he died in 1816.

Nicholasa Mohr her family emigrated to New York from Puerto Rico during the Great Depression in the 1930s and settled in the oldest Spanish-speaking community in New York City, called Spanish Harlem, where Nicholasa was born. She attended Pratt Center for Contemporary Printmaking and developed a very successful career as a graphic artist. In 1973, she publishes her first book *Nilda* and wins the Jane Addams Children's Book Award. She has written numerous books since then, all depicting the life of Puerto Ricans in New York. Today she is the only Hispanic woman in the U.S. to have a long standing career as a creative writer under contract to major publishing houses:

Dell/Dial, Harper & Row and Bantham. In 1985, her book *Rituals of Survival: A woman's Portfolio*, became the first Hispanic book to receive a legislative commendation from the New York state legislature.

Ricardo Montalbán appeared in films in Mexico and in Broadway plays before making his Hollywood debut in 1947. Born in Mexico City, he played Latin lover roles in many movies, including Fiesta (1947), Latin Lovers (1953), and Sayonara (1957). Later movies were Sweet Charity (1969), Escape From the Planet of the Apes (1971), and Star Trek II: The Wrath of Khan (1982). Montalbán participated in the television series Fantasy Island and appeared in many Broadway shows such as Don Juan in Hell.

Maria Montez (1920-1951) was known as the "Queen of Technicolor" and played the role of exotic dark-haired women in many popular adventure films during the 1940's. Born in Barahona, Dominican Republic, she made her debut in 1941. Her motion pictures include That Night in Rio (1941), Arabian Nights (1942), Sudan (1945), and Pirates of Monterrey (1947).

Antonio Moreno (1887-1967) appeared in hundreds of silent and sound films. Born in Madrid, Spain, he started his acting career in 1912. Moreno played leading roles in films with actresses such as Greta Garbo and Gloria Swanson. Moreno often played Latin lover characters. Among his movies are The Spanish Dancer (1923), Captain From Castile (1947), and Creature From the Black Lagoon (1954).

Rita Moreno is one of the very few performers who have won the four highest awards in the entertainment industry: Oscar (film), Tony (theater), Emmy (television), and Grammy (recording). Born in Humacao, Puerto Rico, Moreno's birth name was Rosa Dolores Alverio. Her parents divorced shortly after her birth and Moreno's mother, a seamstress, moved to New York City. Moreno started earning money singing and dancing as a child. At the age of thirteen, she won her first role in a Broadway show; the show had only seven performances. In 1950, Moreno made her film debut in So Young, So Bad. Twelve years later she received the best supporting actress Oscar for her role in West Side Story.

In 1971, Moreno became one of the stars in The Electric Company, a children's television series that had the objective of improving reading skills of seven to ten-year-old youngsters. Moreno received two Emmy Awards for her guest appearances in The Muppet Show (1977) and The Rockford Files (1978). Rita Moreno is an activist for Hispanic causes.

Ramón Novarro (1899-1968) became a star playing Latin lover roles in silent movies, rivaling Rudolph Valentino during the 1920's. Born in Durango, Mexico, he later moved into sound pictures. He played in many movies, some

of which are The Prisoner of Zenda (1922), Ben-Hur (1926), Mata Hari (1931), The Big Steal (1949), and Heller in Pink Tights (1960).

Antonia Novello her childhood was marked by much illness through frequent bouts with a congenital health problem. Her frequent contact with the medical system in her homeland of Puerto Rico inspired her to become a doctor and to work on reforming the health care system. After receiving her M.D. from the University of Puerto Rico, she moved to the United States to further her study of pediatrics. She joined the U.S. Public Health Service in 1978 as a researcher in children's health. Novello received a masters degree in public health from Johns Hopkins University in 1982. In 1989, she was appointed U.S. Surgeon General, the first Hispanic, and the first woman, to hold that post. As Public awareness of children's health issues, particularly the dangers of smoking. Since leaving her position as Surgeon General, Novello has continued in the fight to improve children's health care.

Ellen Ochoa was the first Hispanic female astronaut. Selected by NASA in 1990 she is training at Johnson Space Center in Houston, Texas. Graduated from San Diego State University before receiving her Masters & PH.D. degrees in Electrical Engineering from Stanford. Before being selected as an astronaut she served as Chief of the Intelligence Department Tech. Branch at the NASA/AMES Research Center. Ellen's dream is to open a "Space Station" which she says is "critical to human exploration in space, a transportation mode to new frontiers."

Edward James Olmos has appeared on stage and screen and has produced and directed films. Born in Los Angeles, Olmos started his career as a rock singer. He won the Los Angeles Drama Critics Circle Award for his role in Luis Valdez's musical play Zoot Suit. Later Olmos starred in the 1981 film version of this play. He became well-known for his part as a Latino detective in the Miami Vice (1984-89) television series. Nominated for an academy award as best actor for his role as a teacher Stand and Deliver in 1988, he made the cover of Time magazine. In 1999, he developed "Americanos" a photographic chronology depicting various Latino groups emphasizing "We are all Americans/Americanos".

Juan de Oñate (1552-1626) was the first governor of New Mexico and, together with Juan Bautista de Anza, the only major U.S. explorer born in Mexico. Born in Zacatecas, Oñate's family owned silver mines and were very wealthy. He married a rich woman, Isabel de Tolosa Cortés Moctesuma, who was the granddaughter of Hernán Cortés, the conqueror of Mexico, and also the granddaughter of the late Aztec emperor Moctesuma. For twenty years, Oñate fought in several campaigns against Chichimeca Indians and took care of the family businesses. In 1592, Oñate was appointed head of the newly founded municipality of San Luis Potosí.

When Spain decided to colonize New Mexico, Viceroy Luis de Velasco selected Juan de Oñate. After many delays, Oñate gathered about five hundred people, including a hundred and twenty-nine soldiers, ten Franciscans, several women and children, Indians, mestizos, and enslaved Africans, along with eighty-three wagons and seven thousand sheep, cattle, horses, mules, and oxen. He left from Nueva Vizcaya in 1598 and several months later arrived in New Mexico. Oñate founded the settlement of San Juan de los Caballeros (twenty-five miles north of present Santa Fe) that same year. Two years later he moved the town to San Gabriel.

Oñate fought the Pueblo Indians and leveled the Ácoma Pueblo. In 1601 Oñate led his army to Kansas, failing like Coronado to find the riches of Quivira. Three years later he led an expedition to the West hoping to find the South Seas (Pacific). In 1607 he resigned before Mexico City was able to recall him. There he was being accused of treating harshly the Indians in the colony. Oñate returned to his home in Zacatecas and continued mining silver. After many years of litigation he cleared himself of accusations that he mistreated the Indians in the colony. In 1624 the king appointed Oñate mining inspector for all Spain. He died two years later while visiting a mine.

Alejandro O'Reilly (1722-1794) put down a rebellion by French settlers in Louisiana and reestablished Spanish rule. Born in Dublin, Ireland, O'Reilly moved to Spain and joined the Spanish army. In 1762, he was assigned to Cuba to organize the Cuban Black militia.

France gave the Louisiana Territory to Spain to compensate for the Spanish loss of Florida during the Seven Years' War. The first Spanish governor, a naval officer and respected scientist, Antonio de Ulloa arrived at New Orleans in 1766 with a small force of ninety soldiers. Ulloa's efforts to regulate commerce antagonized Louisiana's French merchants, several of whom led a popular revolt. Ulloa resigned and left for Cuba.

In 1769, Spain sent a new governor, General Alejandro O'Reilly, with 2,000 soldiers and 21 ships to put down the revolt. General O'Reilly acted swiftly, executing five ringleaders after a trial. He granted pardon to the rest of the revolutionaries. O'Reilly stayed in Louisiana less than a year, but he brought order to the colony during his brief tenure. He established Spanish laws and language and placed the territory on the road to prosperity. After returning to Spain, General O'Reilly received command of an army of 22,000 soldiers and invaded North Africa. His army was defeated. He continued serving his adopted country on various posts until his death in 1794.

Katherine Ortega has the distinction of being both the first Hispanic to serve as treasurer of the United States and the first woman to be president of a California bank. As a young girl growing up in rural New Mexico, Ortega excelled in math and accounting. She worked for a local bank after graduated with honors from Eastern New Mexico State in 1957, then opened her own accounting firm. Ortega moved to Los Angeles in 1969 to work as a tax

supervisor before beginning a career in banking. In 1983, President Reagan appointed her treasurer of the U.S. Mint. In 1989, Ortega received the Alexander Hamilton award for her work at the Treasury Department.

Elizabeth Peña has appeared in stage, television, and films. She was born in Elizabeth, New Jersey to Cuban parents active in the theater. Elizabeth's father, Mario, was imprisoned in Cuba for writing against the communist system. After his release, Mario returned to the United States and founded New York City's Latin American Theater Ensemble, which he still runs together with Peña's mother, Margarita. At the age of eight Peña got her first role in her parents' theatrical company. Among her film credits are Down and Out in Beverly Hills (1986), La Bamba (1987), and Free Willy II (1995).

Rosie Pérez earned an Academy Award nomination for her role in Fearless (1994). In the 1990's Pérez starred in various films including Untamed Heart, White Men Can't Jump, and Do the Right Thing.

Lou Diamond Phillips has appeared in several films and television programs. Born in the Phillipines, he starred in La Bamba (1987). Among his other films are Young Guns (1988), The First Power (1989), Ambition (1991), and Shadow of the Wolf (1992).

Carlos Ponce was born in Santurce, Puerto Rico of Cuban-born parents. His family moved to Miami when he was fourteen. He starred in several Spanish soap operas. Under the guidance of Emilio Estefan, he released his first album, "Carlos Ponce." One of the singles on his album "Rezo" (I Pray) is among the bestsellers according to Billboard magazine.

Gaspar de Portolá (1723-1784) was a Spanish army officer and explorer who became the first governor of California. Portolá was born in Balaguer, Catalonia, Spain, to a noble family. He joined the army at the age of seventeen and fought in war campaigns in Italy and Portugal. When he arrived in New Spain (Mexico) in 1764, he had already served thirty years in the army.

In 1767, Portolá was made governor of Baja, California and given the order to implement the Spanish King Charles III's edict to expel the Jesuits from that area. He carried out his orders and met the Franciscan Junípero Serra, who had been sent to take over the former Jesuit missions in Baja, California.

Two years later, special envoy to New Spain José de Gálvez ordered Portolá and Serra to settle Upper California. Two land and one sea expeditions were sent to San Diego. Portolá, Serra and about seventy soldiers headed one of the land expeditions.

Soon after the founding of the San Diego Mission in July, 1769, Portolá and about sixty soldiers went north to seek the Bay of Monterey and establish a

settlement. The expedition passed by Monterey but did not recognize it. However, they discovered San Francisco Bay. Returning to San Diego, Portolá tried again and finally established a presidio at Monterey in June, 1770. The following month, Portolá left California never to return. He went back to Spain to continue his military career, but in 1776 Portolá was named governor of Puebla, serving eight years in that capacity. In 1784 Portolá returned to Spain where he was appointed lieutenant of the king, a rank equal to brigadier general, and assigned to the city of Lleida in western Catalonia. In October of that year he died in Lleida.

Dámaso Pérez Prado (1922-1989) was a talented band leader, arranger, and composer, who was known as "king of the mambo." Born in Matanzas, Cuba, he worked as a teenager with the **Orquesta Casino de la Playa** as a pianist and arranger in Havana, Cuba. Pérez Prado popularized the "mambo" in Cuba and later in the world. It is believed that together with Israel "Cachao" López, Pérez Prado contributed towards the invention of the mambo. In 1948, he organized his own band and achieved great success throughout Latin America and the United States.

In 1950, he moved to Mexico and began writing a series of classic and popular mambos. His first international hit was "**Que Rico el Mambo.**" He conducted tours in the United States in the 1950s, made recordings, and had a series of hit songs: "More More Mambo" (1955), "Cherry Pink and Apple Blossom White" (1955), and "Patricia" (1958). "Cherry Pink and Apple Blossom White" sold 1,800,000 copies in its first year, earning Pérez Prado a gold record. The song eventually sold over four million copies world wide. By 1955, Pérez Prado's orchestra was one of the most popular in the United States, playing regularly in New York City's Palladium and Waldorf Astoria. He also took Hollywood by storm. Jane Russell did a movie where she danced the mambo with Pérez Prado. The Cuban composer and "mambo king" made other movies in Hollywood and in Mexico. He died in Mexico City in 1985.

Tito Puente is one of the most popular Latino musicians. He has recorded over 100 albums. Born in New York City, of Puerto Rican descent Puente began his career as a drummer with the orchestra of Noro Morales in 1936. He played with the Machito band in 1941. Puente served in the Navy during World War II. After his discharge, he played with Tito Rodriguez's and Pupi Campo's orchestras. Later he organized the Tito Puente Orchestra group.

Puente has recorded over 100 albums. Several of his albums were done in collaboration with "Queen of Salsa" Celia Cruz and with La Lupe. Among his albums were Cha Cha Cha for Lovers (1950s), Pachanga Con Puente (1961), Tito Unlimited (1974), The Mambo King: 100th LP (1991), and Rumbas y Mambos (1991). Tito Puente, along with Celia Cruz, entertained President Clinton and thirty-four Latin American presidents during the Summit of the Americas conference in December, 1994 in Miami.

Anthony Quinn has appeared in over 120 movies and received two Academy Awards. Born in Chihuahua, Mexico, Quinn's family came to the United States when he was a child. He worked as a migrant worker, studied architecture with Frank Lloyd Wright, and considered being a preacher before making his Hollywood debut in Parole! (1936).

Among his many films are Blood and Sand (1941), Sinbad the Sailor (1947), Against all Flags (1952), Barabbas (1961), Lawrence of Arabia (1962), Zorba the Greek (1964), The Secret of Santa Vittoria (1969), The Children of Sánchez (1978), and The Last Action Hero (1993). Quinn has acted in many plays, including the musical version of Zorba the Greek (1983-1986). He is also a painter, sculptor and writer. Quinn's first book, The Original Sin (1972), which has been published in twenty-eight countries, covers the first twenty-five years of his life. His second book, Self-Portrait, also an autobiography, written in collaboration with Daniel Painser, appeared in 1995.

Domingo Ramón was a Spanish soldier and explorer who led an expedition to reestablish Spanish control of East Texas in 1716. He was the son of Diego Ramón who was the captain in charge of the presidio of San Juan Bautista in Mexico. In April 1716, Captain Domingo Ramón led a seventy five-person expedition which included eighteen soldiers, seven women, several children, ten missionaries, and Native American guides into East Texas. This was the first time that Spanish women entered Texas. Captain Ramón founded the presidio (fort) of San Francisco de los Dolores and two missions: San Miguel de los Adaes and Dolores de los Ais.

Duncan Renaldo (1904-1980) played the Cisco Kid and acted in many westerns. Born in Spain, his movies include Zorro Rides Again (1937), Down Mexico Way (1941), The Cisco Kid Returns (1945), and The Daring Caballero (1949).

Dolores del Río (1905-1983) appeared in many movies in Mexico and the United States. Born in Durango, Mexico, she became a star in both silent and sound movies. She was a cousin of Ramón Novarro. Among her films are Ramona (1928), Flying Down to Rio (1933), Doña Perfecta (1950) and the Children of Sánchez (1978). Del Rio also made many movies in her native country of Mexico, such as the award-winning María Candelaria directed by Emilio Fernández. In Hollywood she was typecast as a Latin woman in exotic roles. She did several movies with Bob Hope and Bing Crosby.

Geraldo Rivera is a well-known newscaster known for his aggressive advocacy or "ambush" journalism. His father, Cruz Rivera, was born in Bayamón, Puerto Rico, moved to New York City. Soon after, he met and married Geraldo's mother, Lillian, of Jewish background. Geraldo Rivera is famous for doing social welfare exposés and chasing people with incriminating questions. In

1970, he was hired by WABC-TV in New York as an investigative reporter. Rivera received great attention for his exposé on state mental institutions. During the 1970's, he frequently hosted ABC late-night "Good Night, America" programs and also appeared as a contributor to "Good Morning, America". In the late 1970's and 1980's Rivera did **20/20** programs receiving various Emmy awards. He has hosted his own talk show for many years.

Gilbert Roland (1905-1994) considered becoming a bullfighter like his father. Born in Juárez, Mexico, Roland's family moved to the United States. He made his film debut as an extra at the age of thirteen. During the 1920's, he played the roles of dashing leading men such as the character of Armand in the silent version of Camille. Later he also played the part of Latin lovers in both silent and sound films. His movies include The Dove (1928), The Passionate Plumber (1932), The Last Train From Madrid (1937), Juárez (1939), Bullfighter and the Lady (1951), and Barbarosa (1982).

César Romero (1907-1994) was believed to be the grandson of Cuba's greatest hero, José Martí. Born in New York City of Cuban parents, Romero played Latin lover roles in many films opposite legends like Alice Faye and Betty Grable. Romero started his career as a dancer in New York in 1927. He appeared in the 1932 play Dinner at Eight which ran more than 300 performances. Moving to Hollywood, Romero's film debut was in The Thin Man in 1934. Romero played the part of the Joker in the Batman television series of the 1960's and later had a part in the Falcon Crest series.

Linda Ronstadt is one of the best-known singers of popular music. She was born in Tucson, Arizona. In 1967, she recorded "Different Drum" which became a hit. By the 1970s Ronstadt was a well-known vocalist. In 1988, she made an album called Canciones de mi Padre using the songs of her grandfather and aunt, which she too had heard as a child.

Jesús María Sanromá (1902-1984) was a concert pianist. Born in Carolina, Puerto Rico, he studied in Boston, Paris, and Berlin. From 1926 to 1943 Sanromá was the official pianist of the Boston Symphony. He traveled all over the world giving concerts. In 1952, he became musical advisor to the University of Puerto Rico. During his life, he made many records.

Carlos Santana is an outstanding guitar and band leader. Born in Jalisco, Mexico, he played the violin and clarinet as a child. At the age of fourteen, he began to play the guitar. In 1962, Santana and his family moved to San Francisco. Five years later he organized the Santana Blues Band. His band played at the Woodstock Festival in 1969. Santana's album Abraxas included the songs "Samba Pa Ti" and Tito Puente's "Oye Como Va." He has made other successful albums.

Luis Santeiro Born in Cuba, the oldest of five brothers and sisters, Santeiro's great-grandfather was Gerardo Machado, Cuba's President in the 1920s. The Santeiro family owned a company similar to the U.S. Procter & Gamble and his childhood was one of dreams and enjoyment. His family left Cuba in 1960 and moved to Miami, when Castro's government took over all private businesses. After high school, he attended Villanova University and planning to work in films he went to Syracuse University where he earned a master's degree in communications. He got a job writing for *Carrascolendas*, a public television children's show in Texas. After this, he wrote a sample script for a proposed public television series about a Latino family. The rest is history. The show *Que Pasa USA?* became an instant hit and won Santeiro his first Emmy award. He has written many plays that have been performed throughout the United States and continues to write for Sesame Street.

Esmeralda Santiago she came from Puerto Rico to New York City with her family and attended junior high school in Brooklyn. Later she was accepted at the prestigious Performing Arts High School in New York City. She went on to graduate from Harvard University and received a Master's degree from Sarah Lawrence College. Her first book, *When I Was Puerto Rican* brought her national attention. The book has been translated into several languages and has been followed by others such as *Almost A Woman*. Esmeralda lives with her husband and two children in Westchester County, New York.

Jon Secada is a young Cuban American singer and composer who has been a success with his pop singing style. He started singing in Gloria and Emilio Estefan's band and then branched out. Secada's smash debut album was recorded with Spanish lyrics. He has won eight Latin awards, including the Grammy for Best Latin Pop Album. Secada achieved number one on Billboard's Latin Charts with three singles. His album sold 2.2 million in the United States and 4 million abroad.

Father Junípero Serra (1713-1784) is considered most responsible for the Spanish settlement of California. Born on the island of Majorca, Spain, Father Serra was a Franciscan priest and a well-known speaker, thinker, and teacher. Father Serra taught many years at the University of Palma de Majorca. He decided to move to Mexico to work on the missions in 1749. Father Serra worked for nine years among the Pames Indians in the Sierra Gorda region of Mexico. For nine years thereafter he was appointed administrator of the Apostolic College of San Fernando. He was later stationed in Baja California when the region's governor, Gaspar de Portolá, asked him to lead a group of seventeen missionaries as part of a military expedition northward. Although hampered by a disabled leg, Father Serra accepted the commission convinced that the conversion of the Indians was God's will.

In 1769, he established his first mission in Upper California at San Diego de Alcalá in present-day San Diego. Over the succeeding fifteen years, Father Serra set up eight more missions along a route still called El Camino Real (The King's Highway), missions that were later to grow into such cities as Los Angeles and Monterey. Father Serra was an energetic administrator of the missions, keeping discipline and motivating Franciscan friars and Indians by his constant visitations. He personally baptized over 6,000 Indians. Father Serra made the mission of San Carlos de Borromeo de Carmelo (Carmel) his permanent home, and it was here that he died in 1784. Today tourists can visit his tomb in the beautiful Carmel mission. Father Serra's work continued after his death, and eventually a total of twenty-one missions were built. Known in his day as the "Apostle of California," in recent years, Serra has been the object of a campaign for sainthood.

Shakira was born as Shakira Isabel Mebarak Ripoli in Barranquilla, Colombia. In 1996, she released her album "Pies Descalzos" (Bare Feet) which was produced by Emilio Estefan.

Charlie Sheen is the son of actor Martin Sheen and brother of actor Emilio Estévez. Born in New York City, he was ranked by Hispanic Business magazine in 1994 as the industry's highest-paid Hispanic actor with an income of \$29 million over the past two years. His films include Red Dawn (1984), Ferris Bueller's Day Off (1985), Platoon (1986), Wall Street (1987), Eight Men Out (1988), Major League (1989), and Terminal Velocity (1994).

Martin Sheen is a well-know actor. His three sons, Emilio Estévez, Charlie Sheen, and Ramón Estévez, and his daughter Renée are also actors. Martin Sheen was born Ramón Estévez in Dayton, Ohio, to a Spanish father and an Irish mother. He changed his name to Sheen to avoid being typecast in Latino roles. He made his debut in Hollywood in The Incident (1967). He received the best actor award for his role in Badlands (1973) at the San Sebastián Film Festival in Spain. His films include Catch-22 (1970), The Cassandra Crossing (1977), Apocalypse Now (1979), Gandhi (1982), Judgment in Berlin (1988), and The Grey Knight (1993).

Jimmy Smits is a Puerto Rican television and screen actor. Smits became well-known in the television series "L.A. Law." Included in his films are Running Scared (1986), The Believers (1987), and The Old Gringo (1989). In 1994, Smits played the part of Cisco in The Cisco Kid, a made-for-cable film.

Laureano de Torres y Ayala (1645-1722) was one of the most important governors in Florida. He was born in Seville, Spain, in 1645. De Torres joined the Spanish army and served with distinction. He was named governor of Florida in 1693. During his time, La Florida included the present states of Florida, Georgia, Alabama, and parts of South Carolina and Mississippi.

Upon arriving to St. Augustine, then the capital of La Florida, De Torres had to face English-directed hostility from Charleston, South Carolina. To him belongs the credit of completing the Castillo de San Marcos. In August 1695 the last stones were placed in the Castillo. It took twenty-five years to complete this magnificent castle, which was designed by Cuban-born engineer Ignacio Daza. Governor de Torres also built a fort on the largest and most important mission in Florida, San Luis de Talimali. Approximately 1,400 Indians lived at the mission with several Franciscan missionaries and soldiers.

Upon completion of his term in Florida, De Torres returned to Spain, where he fought in the War of Spanish Succession. He was promoted to Marshal in the Army and served as Governor of Cuba from 1708 to 1711 and from 1713 to 1716. Laureano de Torres was given the title of Marqués de Casa Torres for his success in purchasing tobacco for the Royal Treasury. He died in Havana in 1722 at the age of 77.

Roberto Torres has worked as a singer and band player and has recorded numerous albums with his own SAR label. Born in Güines, Cuba, he came to the United States in 1959. In 1962, he co-founded Orquesta Broadway. Later he traveled to Latin America as a member of Sonora Matancera band. In 1979, Torres began to make albums under his own label. His first album was El Rey Montuno (1979). Other albums include Elegantemente Criollo (1986) and Roberto Torres (1991).

Lee Treviño was born and reared in Dallas, Texas, by his mother. Through determination and his love for golf, Treviño has become a legend in a sport that has traditionally been closed to people of humble origins. His family home was located at the back of a golf course, and he grew up watching golfers play. He dropped out of school in the seventh grade and worked as a caddie and a greens keeper to stay close to the game he loved. After a stint in the marines, Treviño won the U.S. Open. In the course of his career Treviño won the U.S. Open twice, the British Open twice, the Canadian Open three times, and the PGA title three times. He has also won the Vardon Trophy, which is awarded to the player with the lowest average score per round, five times. He was named PGA Player of the Year and the Associated Press and *Sports Illustrated's* Athlete of the Year in 1971. He retired from the pro tour in 1985, but remains active on the seniors' tour. Treviño's thirty-two tour victories placed him second on the total career earnings list at the time of his retirement.

Mariano Guadalupe Vallejo (1808-1890) was a well-known California military, political, and social leader. Born in Monterey, California, to a wealthy family, Vallejo graduated from the Monterey military academy in 1823 at the time that California belonged to a newly-independent Mexico. Early in his military career, Vallejo was appointed commander of the San Francisco presidio. When he was twenty-two years old, he was appointed general and military commander-in-chief by the Mexican governor.

Vallejo entered politics and was elected to the Diputación (Legislature) in 1830. Four years later, he colonized the fertile valley of Sonoma, north of present San Francisco. He married Francisca Benecia Carrillo, the daughter of a prominent family, and they had sixteen children. Soon Vallejo became the largest landowner in California. In Sonoma, California he built a huge home on one of his ranches, which is now a state park.

When the United States acquired California as a result of the war against Mexico, General Vallejo was one of seven Hispanics, called Californios, chosen for the Constitutional Convention. He was elected state senator. Like the rest of the *Californios*, Vallejo lost almost all of his vast land. When he died in 1890, he held only 280 acres. In 1965, the United States honored this early California pioneer by naming a Polaris submarine the USS Mariano G. Vallejo.

Father Félix Varela (1778-1853) spent the last thirty years of his life in the United States ministering to the sick and the poor. He became a publisher and editor of journals in English. He was an advocate for Native Americans and for immigrants who came in through Ellis Island and settled in New York. He also advocated for the civil rights of both Catholics and non-Catholics. Today he is featured in one of the 32 cents stamps of the U.S. Postal Service.

Diego de Vargas (1643-1704) regained New Mexico for Spain after having lost the territory during the successful Pueblo Indian revolt. Born in Spain to a noble and rich family, Vargas served at the court in Madrid. He was appointed governor of New Mexico at the time the Spaniards had lost the territory. In 1680, the Pueblo Indians, had expelled the Spaniards from New Mexico, who then retreated to El Paso. In 1692, Vargas led an army into New Mexico to reconquer the colony twelve years after the successful Indian revolt.

With almost no fighting, but showing firmness, Vargas captured seventy-seven pueblos. Vargas served as governor until 1697. He never left New Mexico and died at the age of sixty, following a fight with Apache Indians. Diego de Vargas, the reconqueror, was buried quietly in Santa Fe.

Lupe Vélez (1908-1944) became a major star of silent and sound movies. She was born in San Luis de Potosí, Mexico, and started out as a dancer. Vélez played the part of a fiery Hispanic woman in many films, among them The Gaucho (1926), The Cuban Love Song (1931), and Mexican Spitfire (1940).

Joseph Azlor Vitro de Vera, the Marqués de San Miguel de Aguayo was sent to reoccupy Texas following a French threat to the area. Born in Spain, Aguayo had acquired his title of marqués or marquis by marrying a noble and rich widow in New Spain (Mexico). When a small French force invaded and occupied the Spanish mission of San Miguel de los Adaes in East Texas in 1719, Aguayo offered to raise an army at his own expense and drive

the French out. Aguayo was given the title of captain general and appointed governor of Coahuila and Texas, a position that he held from 1719 to 1722. He raised an army of 500 men, the largest army that Spain ever sent into Texas, and took herds of cattle, sheep, goats, and horses.

In July 1721, Captain General Aguayo met with Frenchman Louis Juchereau de Saint-Denis at the Neches river. Seeing the large Spanish force, Saint-Denis agreed to retreat. Disregarding the protests of Saint-Denis, Aguayo constructed the fort of Los Adaes just twelve miles from the French settlement at Natchitoches in Louisiana. The wooden presidio (fort) became the capital of Texas with a one-hundred soldier detachment. Aguayo also reconstructed the presidios of San Francisco and San Antonio and ordered the construction of the presidio of Our Lady of the Bay of the Holy Spirit on the very site where the La Salle's fort had been erected. In 1722, Aguayo left Texas firmly in Spanish control with four presidios, 250 soldiers, ten missions, and a settlement at San Antonio.

Gaspar Pérez de Villagrà (1558- ?) was one of Juan de Oñate's lieutenants who wrote the first epic poem in the United States. Born in Spain, Villagrà graduated from the University of Salamanca in 1580 and subsequently worked seven years as an advisor to King Philip II in Spain. He then went to New Spain (Mexico) where he later joined Oñate's expedition to New Mexico.

In 1610 he published a long epic poem, Historia de la Nuevo México or History of New Mexico, where he discussed the problems faced by the Spanish colonists and expressed sympathy for the loss of the Indians' culture and religion.

Sebastián Vizcaíno (1550-1628) was a Spanish explorer and a sailor, famous for his systematic exploration of the coast of California. (There was a great need to establish a base in California to assist the Manila galleons that had to return from Manila, Phillipines to Acapulco, in Mexico by picking up the westerlies winds that took them to the coast of California.) The Viceroy chose Sebastián Vizcaíno, a capable Spanish navigator with experience in the Pacific trade and Baja California.

Vizcaíno mapped the entire California coast from 1602 to 1603, giving new names and replacing those given by Cabrillo sixty years earlier. Vizcaíno recommended establishing a base at the bay that he named Monterey in honor of the Conde de Monterey, the Viceroy of New Spain who had sponsored his expedition.

Raquel Welch born in Chicago as Raquel Tejada, the daughter of a Bolivian engineer and an English mother she grew up in California where studied ballet and won beauty contests. Welch worked as a model before becoming a Hollywood star. Among her films are One Million Years B.C. (1966), 100 Rifles (1969), Kansas City Bomber (1972), and The Three Musketeers (1974).

Antonio Gil Ybarbo was a pioneer of East Texas. Settlers in East Texas were ordered to move to San Antonio at the suggestion of the Marqués de Rubí. Gil Ybarbo disagreed since he considered San Antonio vulnerable to Apache and Comanche raids. He had observed that the missionaries, soldiers and settlers of San Antonio had taken the best land. Eventually Gil Ybarbo persuaded the Spanish authorities to allow his group to move back to East Texas. In 1779 Gil Ybarbo's friends moved to the former side of the presidio of Nacogdoches. Gil Ybarbo built a stone fort and was appointed lieutenant governor of Nacogdoches.

HISPANIC AMERICANS

**“MANY CULTURES
ONE VOICE”**

Listed below are the maps included in this section for use with lesson plans where indicated. These maps are sized to fit an 8 1/2 X 11 page. It is recommended that classroom maps be used whenever possible.

WORLD MAP

MAP OF THE NORTH AMERICA

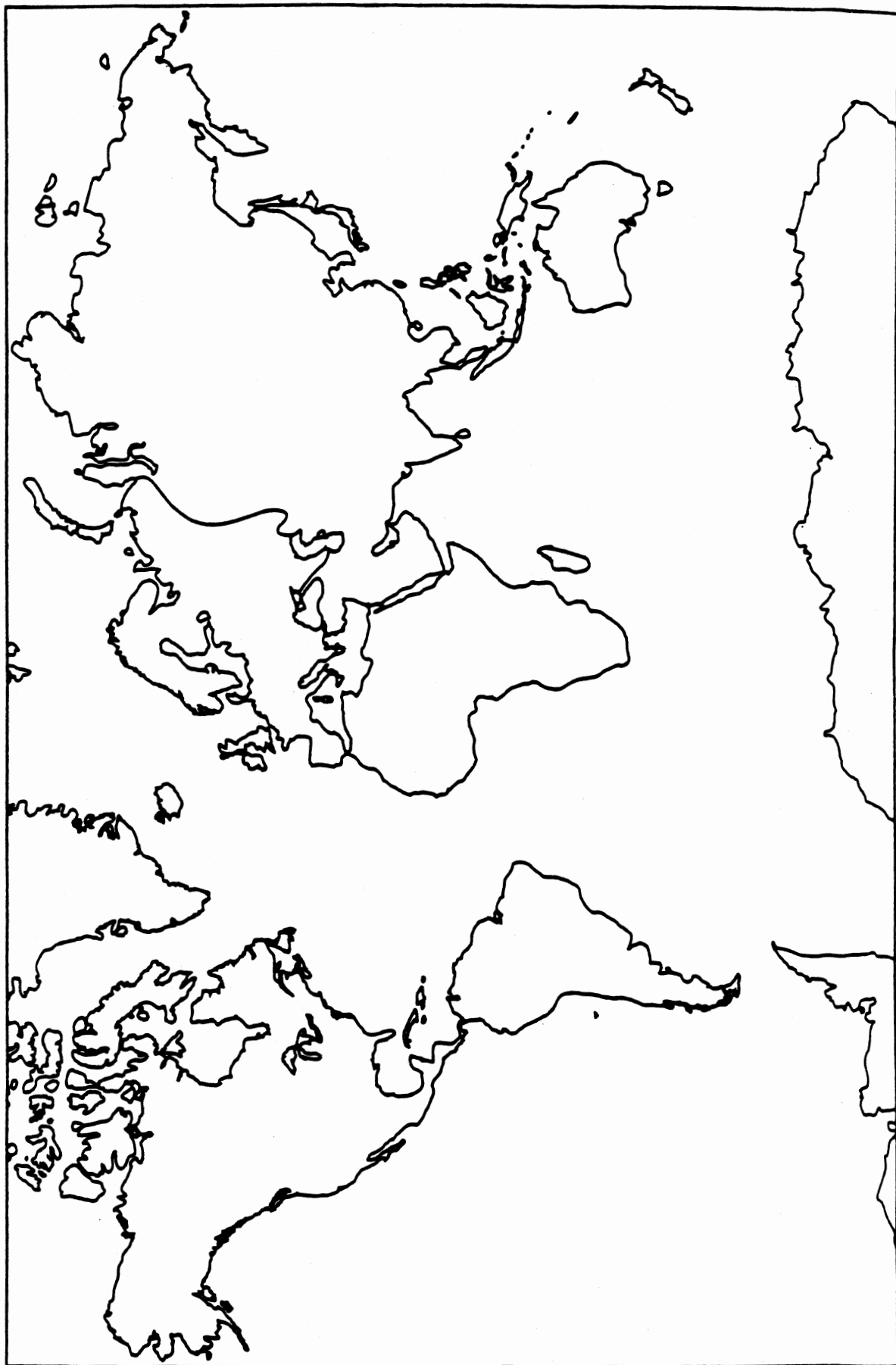
MAP OF FLORIDA

MAP OF ST. AUGUSTINE, FLORIDA

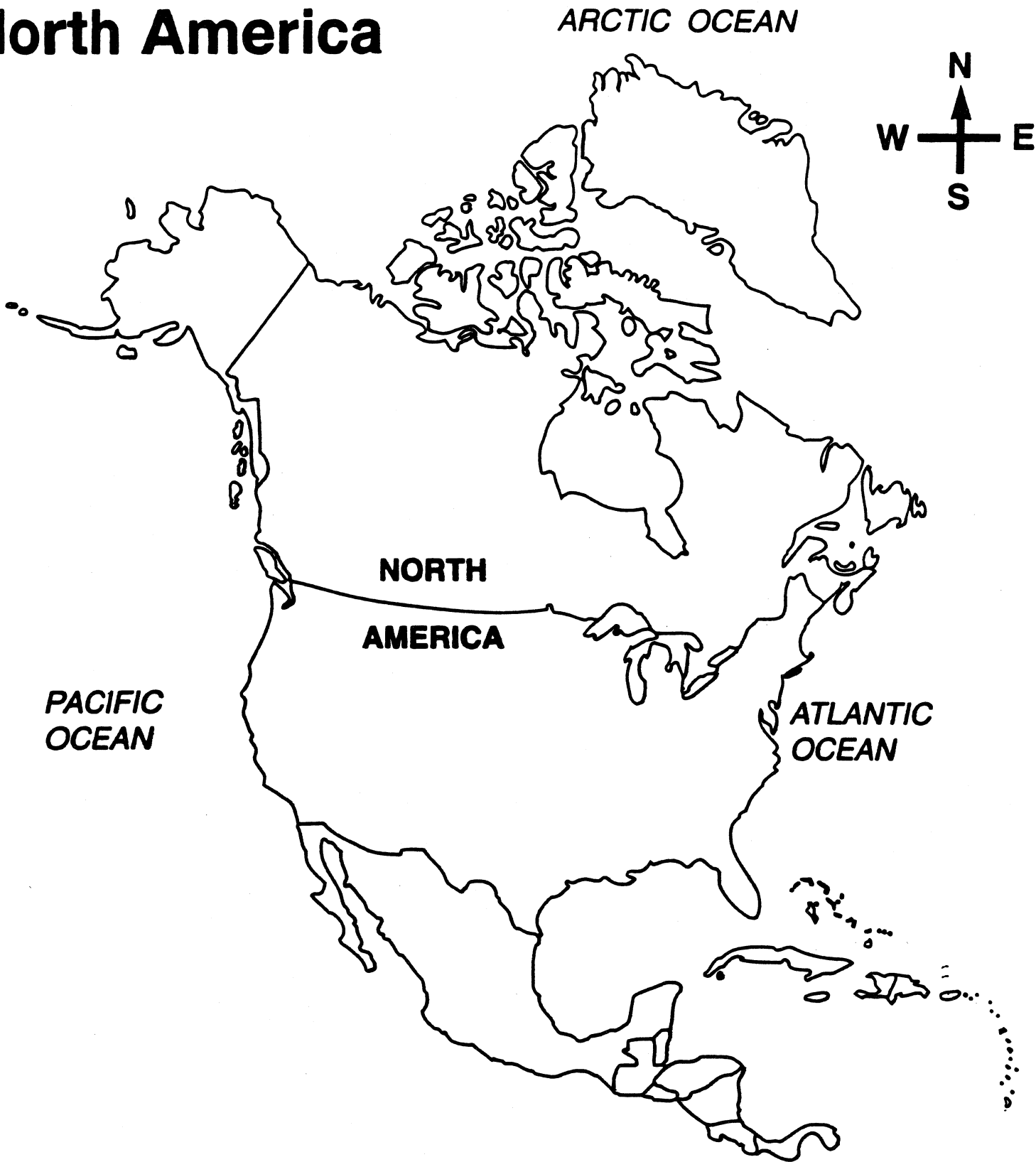
HISTORICAL MAP OF LA FLORIDA 1598

HISTORICAL MAP OF FLORIDA 1771

World Map



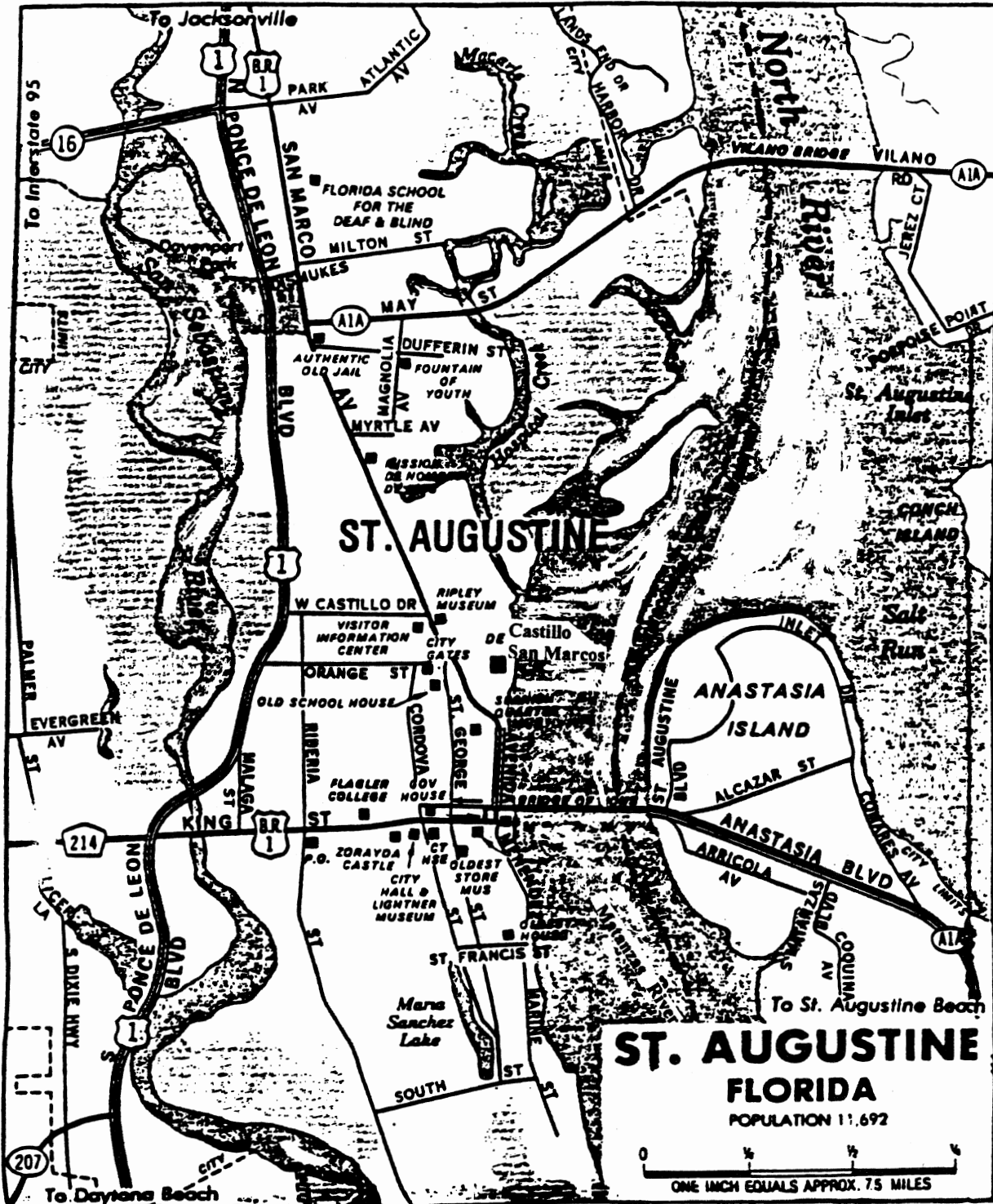
North America

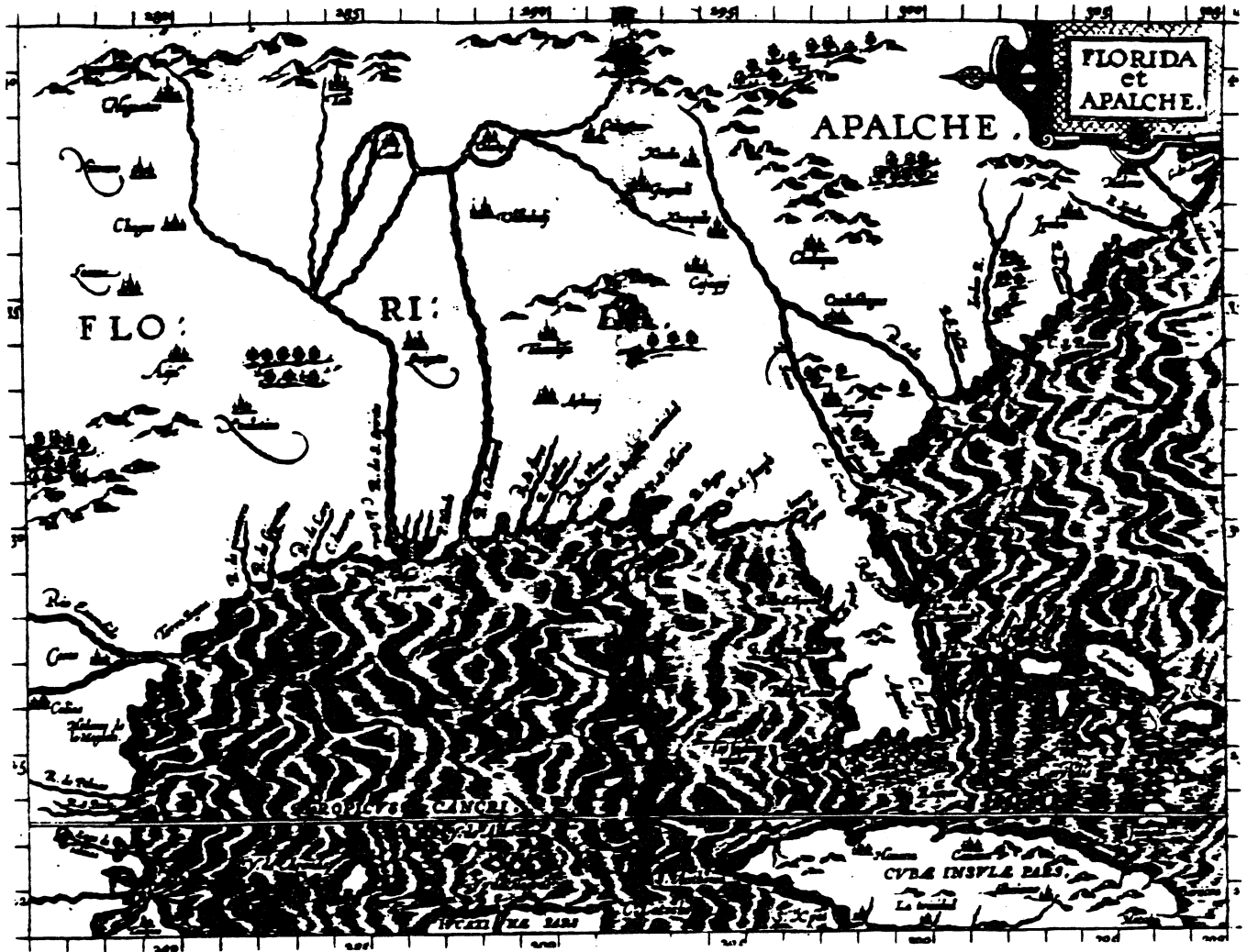


Florida

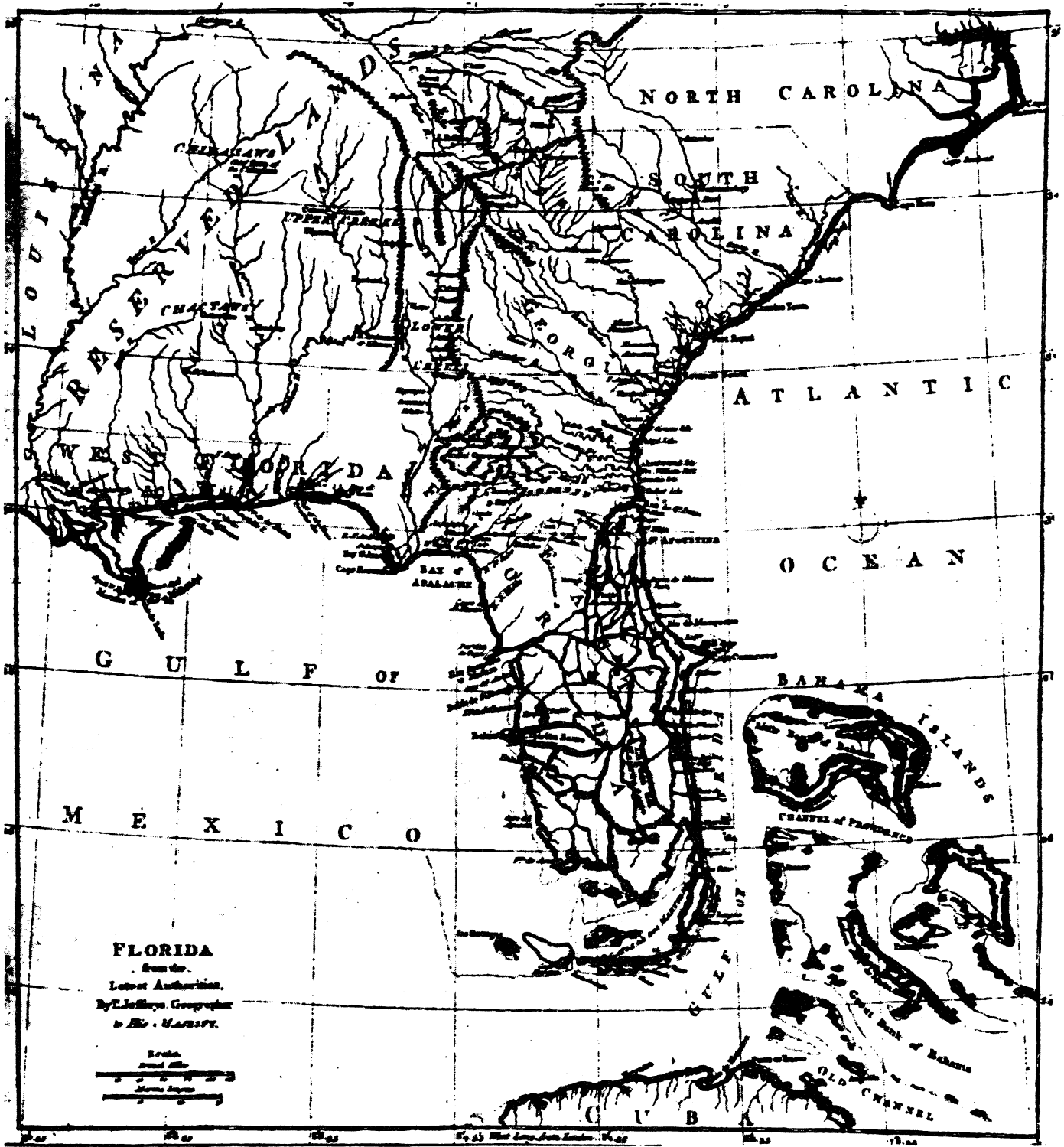


St. Augustine, Florida





Historical Map of La Florida (1598)
Provided by Library of Congress
Washington, D.C.



Historical Map of Florida (1771)
 Provided by Library of Congress
 Washington, D.C.

HISPANIC AMERICANS

**“MANY CULTURES
ONE VOICE”**

RESOURCES

Hispanics in the United States

Pan American Games

Agencies, Organizations, and Museums

Panama and the Panama Canal

General Interest Web Sites for Educators

Teacher References

General Interest Books for Educators

**Books, Booklets, and Articles of Particular Interest
for Florida History**

Latino Museums and Cultural Institutions

Selected Listing of Latino Museums and Cultural Centers

**Listing By State of Science, Technology, Environment, and
Zoological Collections Focusing on Latino/Latin America**

Selected Videos

The World of 1898: The Spanish-American War (Chronology)

Hispanic Holidays and Historical Dates



**Hispanics in
the United States**



HISPANICS IN THE UNITED STATES

The Hispanic presence in the United States has been manifested by the contributions of thousands from all walks of life who have lived in this country since its beginnings.

Hispanics have fought in all the United States wars since the Revolutionary War and have been recognized for their actions. Thirty eight Hispanics have been awarded the Congressional Medal of Honor, representing only a small percentage of the thousands of Hispanics who have served in all the wars the United States has fought since the Revolution.

Hispanics - both men and women - have distinguished themselves in public service as well as in the fields of Medicine, Technology, Literature, Music and Space.

- United States Hispanics -Luis W. Alvarez and Marion Molina have been awarded the Nobel Prize in Physics and Chemistry respectively. Alvarez is also the recipient of the Einstein Medal and the National Medal of Science.
- In 1971 Ramona A. Bañuelos, served as the first Hispanic Secretary of the Treasury during the Nixon administration.
- Roberto Sánchez, Archbishop of Santa Fe, became the first Mexican American archbishop in the United States in 1972.
- Mari-Luci Jamarillo was appointed by President Carter as Ambassador to Honduras. The first woman ambassador of Hispanic descent.
- In 1976 the Hispanic Caucus, was formed in Washington, D.C. This is a bipartisan group of members of Congress of Hispanic descent, established to advance the agenda of Hispanics in Congress.
- In 1989, Cuban-born Ileana Ros-Lehtinen became the first Hispanic female to be elected to the U. S. Congress.
- The Space Program includes the accomplishments of Chinese-Costa Rican born Dr. Franklin Chang-Díaz as a member of the crew of the space shuttle Columbia in 1986. On this occasion, and for the first time, Spanish was spoken from outer space.
- Ellen Ochoa is the first Hispanic woman selected by NASA for the astronaut program in 1990.

- César Chávez born in Yuma, Arizona, to a farm family who lost their farm during the Depression and became migrant farm workers. Chávez became a founder and ultimately President of the Community Service Organization (CSO) and in 1963 became the founder of the largest chapter of the Farm Workers Union of the AFL-CIO and first Hispanic to head one of the Union's chapters.
- Esteban Torres, a native of Arizona of Mexican parents, worked on the assembly line at Chrysler while attending California State University. He became a U.S. Congressman from California and was appointed by President Carter as U.S. Representative to UNESCO. He later became the first Hispanic to be appointed to the Smithsonian Institution Board of Regents.
- Roberto Goizueta, Cuban-born and Yale alumni, became the first Hispanic to serve as chairman of the board and CEO of Coca-Cola in 1981. In 1986 he received the Ellis Island Medal of Honor.
- Joseph Unanue, born in Puerto Rico, is the son of the founder of Goya Foods. Under his guidance, the company grew to be the largest and the first traditional Hispanic food products corporation to serve the national market.
- In 1988 the President's Cabinet included the first Hispanic appointee - Mexican-American Dr. Lauro Cavazos appointed Secretary of Education by President Reagan.
- Under the Bush administration, Puerto Rican Antonia Novello became Surgeon General of the United States and Manuel Luján, Jr. was appointed Secretary of the Interior.
- In 1986 Bob Martínez became the first elected Hispanic Governor of Florida.
- Congressman Bill Richardson, a native of New Mexico was appointed U.S. Ambassador to the United Nations by President Clinton. He is the first Hispanic to hold that position. In 1997 he was appointed Energy Secretary.
- In 1997 the Board of Regents of the Smithsonian Institution approved the establishment of the first Center for Latino Initiatives. Dr. Refugio Rochín, of Mexican-American ancestry, became the first director of the Center in 1998.
- The film and entertainment industries continue to provide opportunities for Hispanics to make important contributions to their communities, the nation and the world. In films, however, Hispanics have had to struggle to break away from roles that present stereotypes.

The Role of Hispanics in the Arts and Humanities

The role played by Hispanics is most clearly and generally identified in the arena of popular music.

Originating in different regions of the country, Hispanic/Latino music has infiltrated the theaters and airwaves as well as the recording market.

Of the most important musical creations, two originated in Northern Mexico and Texas among the Mexican population during the first part of the twentieth century. They are the *música norteña or conjunto* anchored by the *button accordion* and *orquesta tejana*. Since the 1960s the *grupo tropical moderno* has become the *Música del día (everyday music)* for the Mexicans in the Southwest.

The *corrido* is the music that depicts the harshness and sorrows of the life of the average man. During the decades of the 20s, 30s and 40s, composers utilized the *corrido* and *canción-corrido* to document these hardships.

These are also the times of the *dance bands* which took over the musical interest of both the Mexican and the Anglo populations. In the 1930s-1950s the music of Big Bands of Xavier Cugat, Pérez and Tejano Beto Villa, and Arizona composer Lalo Guerrero attracted millions of U.S. Latinos to the dance floor.

Salsa - literal translation *Sauce, as used in cooking*. *Salsa* has become the generic name by which most Afro-Caribbean music is identified. This music has both Hispanic and African roots. Modern *Salsa* is claimed as a product of Cuban music. However, it is in Puerto Rico where we find its legitimate origins in *the bomba and the plena*. The latter with more European flavor.

Cuba, indeed is the birthplace of the genres that preceded the *Salsa* that were played and danced-to all over the world. These are the *danzón, rumba, guaracha, son, bolero, mambo and cha-cha-cha*, with the *son* and the *rumba* considered the most influential in modern *Salsa*. Today, *Salsa* serves as a link that unites Hispanics under one banner - that of popular music. *Merengue*, from Dominican Republic and *Cumbia* from Colombia are also reminders of the African roots of Latin music.

Latin Jazz and Latin Rock are "close relatives" of the *Salsa*. Chano Pozo, Chick Corea, Mongo Santamaría and Carlos Santana have had significant impact through these musical creations and should not be underestimated. The *Barrio Boyzz* and *Las Triplets* topped the Latin Pop music charts in 1993 right after Jon Secada's successful recordings of Spanish lyrics a year earlier. At the same time, Tejano star Selena had signed a multi-year recording contract with SBK Records.

With the establishment of the MTV Latino Network in October of 1993 Latin Pop became officially recognized as a musical genre of the new generation of Hispanics.

Zarzuela – The *Zarzuela* is a theatrical piece where dialogue and musical score are combined to tell a story. From 1986 to 1995, El Paso hosted the *International Festival de la Zarzuela* where for three consecutive weekends three *Zarzuelas* were presented from companies from Puerto Rico, Mexico, España and New York. In 1995 the Festival was taken over by *Zarzuela* at the University of Texas at El Paso. These last *Zarzuelas* which have included *La Paloma de la Verbena*, *La Gran Vía* and *Luisa Fernanda* have been taped and broadcasted throughout the PBS channels. Many well known artist such NY Metropolitan opera singer Pablo Elvira and Hispanic Award winner Pablo Zinger have been guests artists.

Musicians and interpreters of Latino music in the United States are recognized for their performances and participation in multimedia. Tito Puente, Tito Rodríguez, Machito, Rubén Blades, Celia Cruz, Olga Guillot, Pedro Vargas, Rafael Hernández, Julio Iglesias, Gloria Estefan, Vicki Carr, are but a few of the thousands whose music is a daily reminder of the Hispanic presence.

Hispanic Hollywood

Hollywood has both influenced the image of Latinos in the United States and has a significant history of Latino contributions to the film industry in the United States.

The early film industry produced stereotypical images of Mexicans, Cubans, South Americans and Spaniards. Many of these images of *bandits*, *sinister Dons*, *Cantina girls*, were taken from the cheap sensational dime novels produced in the late nineteenth and beginning of the twentieth centuries.

In the early nineteen twenties Hollywood swung to the other extreme with the Latin Lover craze which stereotyped select Latino stars as erotic idols. Talented Latino-Hispanic actors such as Antonio Moreno, Dolores del Río, Ramón Navarro, Lupe Vélez, Gilbert Roland, César Romero and René Cardona Sr., rocketed to superstardom.

The 1930s saw the Hollywood pendulum swing to the opposite direction as Latino screen idols saw their careers end or nosedive to character actor roles as the *All-American* boy and girl became the screen idols.

From the 1940s to the 1980s Latino screen stereotypes predominated. Major exceptions included such superstars as Rita Hayworth (Margarita Cansino), Rita Moreno, José Ferrer, Anthony Quinn and Ricardo Montalbán. Others, as in the case of Desi Arnaz and Leo Carrillo, started in film but reached stardom in television.

In the decade of the 90s more Hispanics broke through with considerable success both in films and television. The late Raúl Juliá, Edward James Olmos, Elizabeth Peña and Selma Hayek among others, have received national and international recognition for their work.

The World of Classical Music and Dance

Hispanics have participated in the world of classical music and dance with great success.

- Cuban-born Ernesto Lecuona was a successful, worldwide famous pianist and composer in the classical arena and the popular world. Some of his classical works were adapted into popular scores and his Afro-Cuban melodies have been interpreted in movies, the stage and television.
- Gilda Cruz-Romo born in Mexico, has been a lead soprano with the Metropolitan Opera Company in New York since 1970.
- Tania J. León, a native of Cuba, was the first music director of the Dance Theater of Harlem and served as music director for the Broadway musical *The Wiz*. She is among a small group of women who have had a successful career as a conductor and in 1991 received the Academy Institute Award in Music of the American Institute of Arts and Letters.
- Eduardo Mata one of Mexico's most outstanding symphonic directors has been a guest conductor for numerous symphony orchestras in the United States. Since 1977 he has been the music director for the Dallas Symphony Orchestra and principal guest conductor of the Pittsburgh Symphony. In 1991 he received the White House Hispanic Heritage Award.
- Dr. James Brooks-Bruzzese, born in Panamá, coached with Maestro Pablo Casals, and is the first Hispanic musical director of a major symphony orchestra in the Southeast. The South Florida Symphony, which later developed into the Symphony of the Americas, is based in Broward County, Florida. Maestro Brooks-Bruzzese is a frequent guest conductor at the prestigious Concertgebouw, the Berlin Symphony Orchestra and the Cape Town Opera in South Africa.
- Spanish-born Plácido Domingo, a lead tenor for the Metropolitan Opera Company, is currently musical director of the Kennedy Center Opera Company.
- Marta Casals Istomin, a musician in her own right, is the widow of world renown cellist Pablo Casals who made Puerto Rico his home. Casals Istomin is president of the Manhattan School of Music and previously was director of the Kennedy Center for the Performing Arts in Washington D.C.

- Santiago Rodríguez, is one of the young Hispanic pianists who makes the United States his home and whose performances are acclaimed in concert halls throughout the world.
- Classical guitarrist Pepe Romero, born in Spain, is a resident of California. Romero performs to full houses in the major theaters worldwide.
- Lourdes López, a young Cuban American ballet dancer is today one of the principal dancers of the New York City Ballet Company in residence at Lincoln Center.

Theater

Hispanic Theater in the United States has a unique origin. During the Spanish colonial times, the theater was used by the Catholic missionaries as a means of evangelizing the Indians and instructing them in the doctrine of the Church. This theater was a combination of the rituals and drama of the American Indians combined with the pageants of medieval Spain.

From the mid-nineteenth century on, professional theater troupes would tour throughout the Southwest from Mexico, Cuba and Argentina.

During the 1920s the Hispanic stage in New York was regularly bringing in companies from Cuba, Spain and Argentina. A few years earlier Tampa had developed a Hispanic population whose love of the theater made it the favorite choice in cultural entertainment.

In 1965 Luis Váldez in Delano, California organized the farm workers into *El Teatro Campesino*, creating a theater for Chicanos and Chicano efforts. By 1970 El Teatro Campesino developed the *teatro chicano*, which incorporated many components. Spiritual, humor, folklore. This effort established a grass roots theater movement that influenced both university students and community people. Other theaters have developed across the country.

In New York, with over one million Hispanics, the *Latin American Theater Ensemble*, *Teatro Repertorio Español*, *Miriam Colón's Puerto Rican Traveling Theater* and *Pregonos*, all flourish.

The Hispanic theater in Miami is possibly the one presenting greater variety. The theater of the Cuban exiles presents works that both attack Communism and encourage Cuban nostalgia. Younger Cuban-American playwrights in Miami are more conservative than their counterparts in New York. Broadway Musicals and works by William Shakespeare are also performed in Spanish.

A small but unique professional Hispanic theater has been in operation in Washington D.C. for nearly three decades. *GALA Hispanic Theater*, presents

classical Hispanic plays - from Spain and Latin America - in a simultaneous bilingual setting. One-of-a-kind.

Among the most distinguished members of the Hispanic theater we find Ivan Mariano Acosta, Manuel Aparicio, Miriam Colón, Beatriz Escalona, José Ferrer, Maria Irene Fornés, Adalberto Elías González, René Márques, Alberto O'Farrill, Miguel Piñero, Gustavo Solano (*El Conde Gris*), Luis Valdéz and Carmen Zapata.

In 1976 as a bicentennial event the *Siglo de Oro* festival was born celebrating the most brilliant period of Spanish Language Literature, this event is still taking place every year in El Paso, Texas. In 1984 Rene Bush an ex-patriot from Cuba brought to El Paso, *Repertorio Español* as an event of the Siglo de Oro and presented "*Doña Francisquita*" based on "*La Discreta Enamorada*" which was a Siglo de Oro work. This piece was a *Zaruela* in which the director interchanged the singer and non-singing actors for the same parts. Thus the love for *Zaruela* was born in El Paso.

Visual Arts and the Humanities

Each region of Latin America developed specific cultural traits affected by the natural resources, the region of Spain where its people came from as well as by the varied indigenous heritage which existed prior to the colonial times.

In Perú, the famous School of Painting of Cuzco is full of examples where religious images were represented as a combination of European beliefs and indigenous traditions. Numerous images are found depicting the Virgin Mary dressed in full regalia of gold ornaments and wearing feathers in her head.

In Mexico, indigenous art, artisanship and architecture stimulated many representations reflecting the strong indigenous heritage. The Mexican muralist and graphic art schools have been a major and continuing influence for Chicano arts.

In areas where the African presence was stronger, characteristics of African art are also found in addition to the other two.

The sources of Hispanic art in the United States are found primarily in Mexico and the Caribbean basin as well as in the regions where most Hispanics reside (Texas, Colorado, New Mexico, Arizona, California, New York, and Florida). The countries or territories to the immediate south of the United States - Mexico, Puerto Rico, and Cuba - have had a greater influence on the art of Hispanic Americans than others because of their geographical proximity and the result of wars between Spain, Mexico, and the United States in the nineteenth century. There are fewer people from other parts of Latin America, and, as a result, their impact on Hispanic art in the United States has not been as great.

The architecture, heavily influenced by the Spanish mission style and general Mediterranean features has integrated contemporary influences. Many structures that have survived the effects of time are now being restored. San Xavier del Bac Mission in Tucson, Arizona is currently under restoration while open to the public for scheduled religious services and as a tourist attraction.

While the Hispanic artist brings this special heritage into his or her work, it is also true that Hispanic artists are trained in art schools and influenced by art movements that are universal in technique and methods.

A visit to the Metropolitan Museum of Art 20th century collection will show a painting by *Matta* or one by *Miguel Padura*. Both reflect heritage in their inspiration but cannot be identified as "Hispanic" in their content or technique. In 1964, *Wilfredo Lam*, Cuban artist considered one of the world's masters of modern painting won the Guggenheim International Award. *Carmen Lomas Garza* on the other hand, presents family life in a very true to life manner, reminiscent of the Chicano family gatherings she experienced as a child. However, this is also typical of many artists who develop this personal style as we find in the works of Grandma Moses.

In a similar manner with a sarcastic twist *Fernando Botero*, has chosen to present the family and society in general as cartoon-like rounded figures. Collectors all over the world own his paintings and sculptures. Several of his sculptures are part of the Public Art program in many U. S. cities.

A Colonial Art Form Develops

A special group of artists-wood carvers known as *Santeros*, developed a very unique art form - the Santos. These woodcarvings representing religious figures or family activities are found mostly in the Southwest and in Puerto Rico. The work of these artists-wood carvers was largely a reflection of the patronage of the Catholic Church. Today, *santos*, are still produced as an art form and at times, families have continued this tradition for many generations. Many of these collections of *santos* are sought after by collectors and some are found in museums such as the *Teodoro Vidal Santos Collection* recently acquired by the Smithsonian Institution.

José Campeche (1751-1809) born in Puerto Rico, and one of the first Hispanic colonial artists to gain international fame.

The murals of *José Clemente Orozco*, *Diego Rivera* and *David Alfaro Xiqueiros* have also made their way into the artistic expression of young Hispanic artists in the barrios of Los Angeles and Chicago.

Latino museums and cultural centers have sprouted across the United States presenting the works of community artists as well as world famous Hispanic artists.

Education, social service and the Arts go hand in hand in these institutions. EL Museo del Barrio in New York, Mexican Fine Arts Center Museum in Chicago, the Mexican Museum and the Mission Cultural Center, in San Francisco, the Guadalupe Cultural Arts Center and Centro Cultural Azatlán in San Antonio, El Taller Puertorriqueño in Philadelphia, the Latino Museum of Art and History in Los Angeles, the Caribbean Cultural Center in New York, Instituto San Carlos in Key West, Museo de las Américas in Denver, Galería de la Raza in San Francisco, Centro Cultural Ballet Quisqueya and Association of Hispanic Arts in New York, Arte Público Press at the University of Houston in Texas- represent but a small listing of cultural endeavors founded and nurtured into first class institutions by dedicated Hispanics.

These institutions are the center of community education, oral history documentation and economic development through the Arts.

They also represent the tireless efforts of Hispanic pioneer artists, educators and scholars who have worked quietly and behind the scenes to open doors for future generations:

- José María Velasco was a famous Mexican landscape artist. He was the first Hispanic to win a major art award in the United States, at the Centennial International Exposition in Philadelphia in 1876.
- Octavio Medellín, Mexican American sculptor was the first Hispanic to join the faculty of North Texas State University in 1938.
- Armando Baeza a sculptor was the first Mexican American artist to be featured in *Newsweek* magazine.
- Rufino Silva, Puerto Rican painter was the first Hispanic to become a member of the faculty of the Art Institute of Chicago in 1952.
- José Luis Sert was born in Barcelona, Spain. In 1953 he became the first Hispanic to serve as dean of the Graduate School of Design at Harvard University. He is best known for designing buildings at Harvard and Boston Universities.
- Marisol Escobar, Venezuelan American pop sculptor. In 1963, she was the first Hispanic artist to have a room of her own at the show, *Americans* at the Museum of Modern Art in New York. In 1991 her sculptures were exhibited at the National Portrait Gallery in Washington, D.C.
- Antonio Martorell a painter and graphic artist from Puerto Rico, was the first Hispanic to win first prize in illustration from the American Art Institute in 1968, for his work on *ABC de Puerto Rico* a children's book.

- Luis Jiménez a Mexican American sculptor was the first Hispanic artist to receive the Hassan Fund Purchase Award from the American Academy and Institute of Arts and Letters, in 1977.
- Luis Medina, Cuban American artist, was the United States delegate to the first "Latin American Colloquium of Photography" held in Mexico City in 1978.
- Pedro Pérez a Cuban American painter-sculptor-jeweler was the first Hispanic to receive the Louis Comfort Tiffany Foundation Award in 1981.
- César Pelli an Argentine American architect was the first Hispanic to be named as one of the ten most influential living architects, in 1991 by the American Institute of Architects. In 1995, he received a gold medal from this Institute making him the first Hispanic to receive this prestigious award. Among his most important designs are the World Financial Center and Winter Garden in New York.
- Tomás Ybarra-Frausto, Director of Humanities for the Rockefeller Foundation.
- Pedro Rodríguez, former Executive Director of the Guadalupe Cultural Arts Center responsible for bringing the Center to national recognition, and co-founder of National Association of Latino Arts and Culture (NALAC).
- Marta Moreno Vega, founder of the Caribbean Cultural Center.
- Hugo Medrano, founder of GALA Hispanic Theater.
- Amalia Mesa Baines, first Hispanic artist to exhibit altar installations in Museums around the world.
- Susana Torruella Leval, Executive Director of El Museo del Barrio.
- Jane Delgado, Director of the Bronx Museum.
- José Aguayo, Executive Director of El Museo de las Américas.
- Martha Gutiérrez-Steinkamp, First Cuban director of a museum in the United States and First Latina to occupy that position in the Southeast.
- Nicolas Kanellos, writer and historian. Documenting Hispanic accomplishments and contributions in several publications, Editor of Revista Chicano-Riqueña.
- Isaura Santiago, first Puerto Rican to serve as president of a City University of New York College, the Eugenio María de Hostos Community College.

- Antonia Pantoja, instrumental in the founding of ASPIRA and founder of Universidad Boricua, the only bilingual institution of higher learning under Puerto Rican control.
- Helen Lucero, First Latina Curator of Latin American Art at the Smithsonian Institution
- Juana Guzmán, Co-founder of the National Association of Latino Arts and Culture.
- Johnny Yrizarry, Director of Taller Puertorriqueño.
- Dolores Calaf, selected one of the three most distinguished Hispanic women in New England.
- Antonio Ríos-Bustamante Professor of History and Director of Chicano Studies, writer-interpreter of Latino cultural issues, including the first time research and publications on Latinos in Museums and Latinos in Film Industry.
- Juan Martínez, University History professor and writer of Cuban issues.
- Rafael Peñalver, president of Instituto San Carlos, single handedly saved the institution from destruction.
- Judy Baca, pioneer of the mural movement in Los Angeles.
- In the world of Fashion and Design, Oscar de la Renta born in the Dominican Republic was the first U. S. designer to show his collections in Paris. Venezuelan-born Carolina Herrera has followed in his footsteps.
- Carolina Herrera, born in Venezuela, became the first Hispanic fashion designer to have her clothes worn by Jacqueline Kennedy Onassis. Herrera also created the wedding dress worn by Caroline Kennedy. In 1987, Herrera was named the top Hispanic designer after receiving the MODA Award. She founded her House of Herrera fashion design business in New York City in 1981.

Impact on the Media

Spanish-language media had its beginnings when *El Misisipi*, was founded in New Orleans in 1808. It was a trade publication founded by a non-Hispanic firm - William H. Johnson & Company, directed at Spanish-speaking immigrants. This is still the target audience of the many Hispanic publications, which followed this pioneer.

Presently, there are nine major Spanish-language newspapers published daily in the United States. Two in Miami: **Diario las Américas** and **El Nuevo Herald**. Two in New York: **El Diario/La Prensa** and **Noticias del Mundo**. One in Los Angeles: **La Opinión**. **El Mañana** in Chicago. In Texas, **El Fronterizo**, **El Mexicano**, **El Continental** and **The Laredo Morning Times**. These are complemented by a very large number of smaller community based newspapers published weekly or bi-weekly by the different Hispanic groups throughout the country.

- Dr. Horacio Aguirre of Nicaraguans parents founded in July 4th, 1953, the first daily Spanish newspaper in South Florida **El Diario las Americas**.
- Alberto Ibargüen, of Cuban and Puerto Rican heritage, became the publisher of **The Miami Herald** and Chairman of the **Miami Herald Publishing Company** in 1998.

Magazines are published in English or Spanish and sometimes both. They target and address Latino issues. Bilingual magazines, which have grown to national prominence, are **Vista** and **Saludos Hispanos**.

The Hispanic electronic media is nationally recognized for excellence and competence. Many Hispanic radio and TV personalities have found their way into the English-speaking networks, sometimes as guests, others as anchors, stars, etc.

Business and Commerce

Hispanics have been very influential in all areas of business in the United States. The following Hispanics are some of the leaders in this area.

- Luis J. Botifol, a prominent community leader in South Florida, was named director of Republic Bank in Miami in 1970. He played an important role in the helping Cuban exiles to start over in the United States.
- Katherine D. Ortega became the first woman, in 1975, to serve as president of a California bank when she accepted the position as director and president of the Santa Ana State Bank. She later became treasurer of the United States under President Ronald Reagan.
- Carlos José Arboleya was the first Cuban American president and chief executive officer of Barnett Bank of Miami in 1977. Arboleya's contributions to the banking industry has lead Miami to become a major banking center for Latin America.

- Luis Nogales a native of California in 1983 became vice president for United Press International (UPI). Nogales became the highest placed Hispanic, in the news profession in the United States.
- Roberto C. Goizueta, Cuban born chemical engineer, graduating from Yale University, became chairman of the board of Coca-Cola Industries in 1981.
- Edgar J. Milán, born in New York of Puerto Rican parents in 1989, became controller and vice president of Tenneco Oil, one of the largest U.S. corporations.
- Prudencio Unanue Ortiz from Puerto Rico, founded Goya Foods. Under his son's Joseph guidance in 1992, the company grew to be the largest Hispanic owned company in the United States.
- Linda Alvarado was the first Hispanic to receive the Sara Lee Corporation's Frontrunner Award. She is the president and owner of her own construction company. In 1993 she became the first Hispanic owner of a major baseball team, the Colorado Rockies.
- Arthur C. Martínez in 1995 became the first Hispanic to lead Sears, one of the largest merchandisers in the United States. He traced his Hispanic heritage to Spain.
- Eduardo Sánchez in 1996, became McDonald's the first Hispanic vice president of international relations.
- Enrique Hernández Jr. in 1996, was the first Hispanic to be named to the board of directors for McDonald's Corporation. He is the president and CEO of Inter-Con Security Systems.

Literature

Contributions in the field of literature go back to Colonial times. They reflect both the ethnic, linguistic and national diversity of Hispanics whose literature is also published in English and in Spanish.

It is of interest to note that the United States territory we call the Northeast today, can trace its first written works to the Sephardic Jews who settled in New Amsterdam in 1654.

In the late nineteenth century, Hispanic newspapers, magazines and books began to emerge in areas with large Hispanic populations and ultimately throughout the country. This resulted from an increase in immigration largely related to the political activity in Cuba, Puerto Rico and the Dominican Republic. *Eusebio Chacón* and *Jose Martí* are an example of this early influence.

Puerto Rican literature migrated from the Island to the continental United States. *Julia de Burgos* and *René Márques* became the pioneers of what is known as *Nuyorican Literature*. *Nuyoricans* are New York writers whose parents migrated from the Island and worked in the service and manufacturing industries.

Cuban-American Literature has experienced a rebirth beginning in 1959 as refugees from the Cuban Communist Revolution began to emigrate to the United States by the thousands. Two tiers of writers have emerged from this situation: the older writers of the exiled community, such as *José Sánchez Boudy*, *Lydia Cabrera*, *Celedonio González*; the younger generation which includes *Roberto Fernández*, *Virgil Suárez*, *Oscar Hijuelos*, *Pablo Medina*.

In 1970 *Quinto Sol* created the concept of Chicano literature when he established the award *Quinto Sol*, a national award for Chicano literature. Other distinguished Hispanic writers are *Abelardo Delgado*, *Rolando Hinojosa*, *Nicholasa Mohr*, *Alejandro Morales*, *Nicolás Kanellos*, *Sandra Cisneros*, *Esmeralda Santiago*.

Education

Education has been impacted by the Hispanic educators who have brought with them their various historical and cultural backgrounds.

- Carlos Tully the first and only Mexican American to be appointed superintendent of the Tucson, Arizona schools from 1890 - 1895.
- Manuel García was the first Mexican American to graduate from the University of Texas in 1894.
- Mexican American parents won in 1930 their first discrimination suit in Texas schools. In the case of *Salvatierra vs. Del Río Independent School*.
- Ricardo Manzo was the first Mexican public school principal in Tucson, Arizona in 1940.
- Rita Ricardo-Campbell, in 1946, was the first woman teaching Economics at Harvard University.
- Miami Coral Way Elementary School was the first public school in modern times to implement the first bilingual education program with Ford Foundation grant funds. This model served as a passage in 1968 of the Bilingual Education Act in Congress.

- On January 2, 1968, the Elementary and Secondary Education Act, Title VII, was passed by the U.S. Congress. This was the first bilingual education program mandated by the federal government.
- Rodolfo Acuña, a historian, led Mexican American students and faculty to found the first Chicano studies department in the nation at California State University in Los Angeles in 1968.
- Marta P. Cotera, a teacher and librarian, became the first Hispanic to direct Southwest Educational Development Laboratory in Austin, Texas.
- The Equal Educational Opportunity Act of 1974, was passed by the U.S. Congress to create equality in public schools by making bilingual education available to Hispanic youth.
- The Bilingual Education Act was passed by the U. S. Congress in 1974 to expand bilingual education by financing the preparation of bilingual teachers and the development of curriculum.
- A Consent Decree mandating bilingual education in New York Public Schools, was passed on August 29, 1974, sponsored by ASPIRA, Inc.
- The National Association for Bilingual Education (NABE) was founded in 1975 to recognize, promote, and publicize bilingual education.
- Carmelo Mesa-Lago edited at the University of Pittsburgh, the *Cuban Studies Newsletter* in 1975, later becoming *The Cuban Studies/Estudios Cubanos*, the first journal for the new academic field of Cuban studies.
- Dr. Tomás Rivera became the first Chancellor at the University of California where he served until his death in 1984.
- In 1986, Modesto Maidique became the first Cuban American president of a major university, Florida International University in Miami, Florida.
- Beatriz Angela Ginorio born in Hato Rey, Puerto Rico became the first Hispanic to direct the Northwest Center for Research on Women at the University of Washington, Seattle.

Sports

In sports, particularly baseball, Hispanics have excelled in their performance as well as becoming role models for young people of Hispanic ancestry. *Rosemary Casals* and *Pancho González* in tennis. *Nancy López*, *Lee Treviño* and *Chichi Rodríguez* in golf. *Hugo Castelló* in fencing. *Luis Aparicio*, *Roberto Clemente*,

David Concepción, Martin Dihigo, Tony Fernández, Lefty Gomez, Juan Marichal, Orestes Miñoso, Fernando Valenzuela, and Sammy Sosa and Tany Pérez inducted into the Hall of Fame on January 12, 2000, in baseball. Kid Chocolate, José Luis Torres, Sixto Escobar, Roberto Durán in boxing.

- Jim Plunkett, of German-Irish and Mexican ancestry was the first Hispanic Heisman Trophy winner. He was also the first Hispanic in the National Football League to start as a quarterback .
- Manuel José "Manny" Fernandez, was named to the All-Time Greatest Super Bowl All-Star Team which is the highest distinction of any Hispanic in football. He played for the Miami Dolphins from 1968 to 1977 and helped them win two Super Bowls in 1972 and 1973.
- Thomas Flores, a Mexican American, was one of the most successful coaches in the history of the National Football League, winning two Super Bowl championships. He became the first Hispanic American coach in the United States to be named coach of a professional football team, the Oakland Raiders,



Pan American Games



Pan-American Games

In 1826, *Simón Bolívar*, a great Venezuelan patriot and leader, called for a meeting of all neighboring countries in the Americas. The meeting was held at the Congress of Panamá where a Treaty of Union was signed.

In 1890 the International Union of American Republics was formed in Washington D.C. *The Organization of American States - OAS* - is an outgrowth of the Union.

The Pan American Union promotes cooperation and goodwill among all nations and as a result, every four years a Pan-American celebration is held in which games are played with the participation of athletes from many countries. These have become known as the Pan-American Games. The first games were slated for 1942 but the Second World War caused them to be postponed until 1951.

Since then, the Games have been held every four years during the summer preceding the Olympic Games and are governed by a regional association called PASO the Pan-American Sports Organization - comprised of 42 nations of North, Central and South America and the Caribbean.

In addition as a cooperative effort the United States, Mexico and the Central American Republics decided to build a Pan American Highway - 17,000 miles long - to tie the countries together by facilitating land transportation.



**Agencies, Organizations
and Museums**



Agencies, Organizations, and Museums

There are numerous national Hispanic agencies and organizations that serve as umbrellas to community supported organizations and individuals. The **Association of Hispanic Arts, the National Association of Latino Arts and Culture (NALAC)** and possibly the most influential of all: the **National Council of La Raza**, under the leadership of Raúl Yzaguirre, **ASPIRA Association, Inc.** with numerous chapters across the country, **Congressional Hispanic Institute, Hispanic Association of Colleges and Universities, League of United Latin American Citizens (LULAC), National Association for Bilingual Education** and the **United States Hispanic Chamber of Commerce.**

The Organization of American States (OAS) headquartered in Washington, D.C. represents the interests of all nations in the Americas. Distinguished Hispanics have provided leadership to the organization over the years. The Organization also sponsors a museum - **Museo de las Américas** - where the works of Latin American painters, musicians, writers, are presented.


Three Hispanic museums are recognized by the American Association of Museums and ICOM (International Council of Museums):

El Museo del Barrio - located in New York's Fifth Avenue Museum Mile, El Museo owns an extensive collection of Pre-Columbian artifacts as well as works by contemporary Latino artists. Executive Director Susana Torruella Leval a native of Puerto Rico has been instrumental in the growth of the museum serving not only the Puerto Rican community but also the Hispanic population of New York. The Museum is a recipient of the prestigious Lila Wallace Readers Digest Fund Arts Partners Program Award.


Mexican Fine Arts Center Museum in Chicago is the only Latino museum to receive the prestigious Accreditation of the American Association of Museums. Under the leadership of its executive director Carlos Tortolero the Museum actively participates in cultural exchange activities particularly between Mexico and the United States. Its festival "*Sor Juana Inés de la Cruz: A Tribute to Mexican Women*" is among the most famous international cultural festivals in the country.

Museo de las Américas in Denver, Colorado is known for its extensive collections as well as for the community partnerships it has sponsored, under the leadership of José Aguayo.

Many others can be added to this sample listing. In sports such as soccer, bowling, football and track and field. In the world of Academia, Research and Sciences, Literature, Visual Arts, Music, Theater and History, Hispanics have both excelled and become a source of inspiration to others around the world.



Panama and the
Panama Canal



Panamá

Panamá is one of the six Spanish speaking countries of Central America. It was part of the country of Colombia, South America, until 1903, when the United States supported the efforts for independence of the Panamanian people. Panamá declared its independence and it was recognized by the United States.

Over the years several attempts had been made to build a passageway through the Isthmus of Panamá. Charles I of Spain ordered the first survey of the area in 1534.

Centuries later the French began work that would link the Atlantic and the Pacific Oceans but abandoned it due to illness and financial problems.

An epidemic of Yellow Fever had killed hundreds of workers and all attempts at a cure had failed. It was a Cuban doctor, Carlos Juan Finlay who discovered the link between the yellow fever and a certain black mosquito. In 1902 while Cuba was still under U.S. rule an Army doctor, Walter Reed, was sent to Cuba to try to find the cure for the yellow fever. When he met with Dr. Finlay and reviewed the records of his experiments. Dr. Reed decided to try these on U.S. volunteer soldiers. Dr. Finlay gave him a few black mosquito eggs. Shortly after, the American Yellow Fever Commission confirmed Dr. Finlay's findings. Extermination and/or control of this mosquito were then initiated.

The finding was essential to the continuation and ultimate final construction of the Panamá Canal. The work under U.S. control was carried out between 1907 and 1914.

For over 80 years the Panamá Canal has served the United States and other countries of the world as a major waterway. Each year billions of dollars are saved in fuel, costs, time and wages due to the services provided by the Panamá Canal.

Panamá's two largest cities, Panamá City and Colón are located at either end of the Canal Zone, with the United States having control of the Zone only. This control will end in the year 2000.

This area is also of great importance as it holds one of the few remaining Tropical Rain Forests in the world. It is the habitat of a large number of plant species used for research and medical purposes by U. S. scientists.

Spanish is the official language of Panamá but English is used extensively among the business people, residents and others who have made Panamá their home.

Dr. Carlos J. Finlay: Yellow Fever & the Panama Canal

Dr. Carlos Juan Finlay was born in Camagüey, Cuba on December 3, 1833. He studied medicine at Jefferson Medical College in Philadelphia, Pennsylvania. He went back to Cuba where he practiced general medicine and ophthalmology.

He became interested in finding the cause of yellow fever as a result of his work with the patients he observed. He noticed after many laboratory studies that the rise in the number of cases of yellow fever increased with the rise of the invasion of a certain mosquito.

In 1900 the U. S. Government appointed the fourth Yellow Fever Commission and Dr. Walter Reed was put in charge of the commission. They went to Havana to find the cause of the disease. Dr. Finlay gave Dr. Reed the records of his experiments and a container of mosquito eggs to repeat the experiments.

On December 22, 1900, recognition was given Dr. Carlos Finlay as the discoverer of the transmitting agent of the yellow fever. After confirmation of his theories, a sanitary campaign was carried out according to Dr. Finlay's recommendations. The success of the Campaign in Panama made possible the completion of the construction of the Canal where many lives had been lost to the disease.

In France, Dr. Finlay received the Legion of Honor Cross at the Sorbonne University and his effigy can be found alongside those of Fleming, Koch and Madame Curie. Dr. Finlay died in Havana on August 20, 1915.

Panamá Canal

The Panamá Canal is considered one of the wonders of the modern world still in operation. The Canal is 50 miles long from deep water in the Atlantic to deep water in the Pacific.

It was cut through the narrowest and lowest saddles of the Isthmus of Panamá that joins North America and South America.

In 1534, Charles I of Spain, ordered the first survey of a proposed canal route through the Isthmus of Panamá as Europeans continued to search for a shorter route to Asia.

More than three centuries went by before any construction was started. The French were the first to attempt construction beginning in 1880. They worked for twenty years but disease and financial problems finally made them quit in their effort.

The scientific developments that resulted from the studies of Cuban Dr. Carlos Finlay provided the cure for Yellow Fever, the disease that had plagued the Canal workers.

In 1903 Panamá and the United States signed a treaty by which the U.S. undertook the construction of an inter-oceanic ship canal across the Isthmus of Panamá. Later the U.S. purchased from the French Canal Company rights and properties for \$40 million dollars and began construction.

The project was completed in ten years at a cost of approximately \$387 million.

The U.S. and Panamá embarked on a partnership for the management, operation and defense of the Panamá Canal. This partnership will conclude in the year 2000 when Panamá will assume full control of the Canal.

It takes approximately 9 hours for an average ship to cross the Canal and the savings in miles traveled are in the thousands.

Example: A ship loaded with coal sailing from the east coast of the U.S. to Japan via the Panamá Canal saves about 3,000 miles when compared with the shortest alternate all water route. The Canal has influenced world trade patterns and has become the primary impetus for economic expansion in many remote areas of the world.

Principal Commodities transported via the Canal:

Petroleum and Products	15%
Grains	20%
Phosphates and fertilizers	9%
All other products	56%

Principal Trade Routes:

U.S. East Coast - Asia	44%
Europe - West Coast U.S. - Canada	10%
U.S. East Coast - West Coast South America	9%
All other	37%

Distances to Panamá Canal in nautical miles:

Hong Kong	9,195
New York	2,018
San Francisco	3,245

Currency:

Both in Panamá and in the Canal Zone, the U.S. paper money and the Panamanian Balboa are used interchangeably.

States of the Panamá Canal:

The United States government turned over the Panamá Canal to the Republic of Panamá on December 13, 1999.



**General Interest Web
Sites for Educators**



GENERAL INTEREST WEB SITES FOR EDUCATORS

Introduction to the Internet for Teachers

<http://www.massnetworks.org/~nicoley/tutorial/tutorial.html>

A very good introduction to the benefits and perils of the Internet for educators.

Public Broadcasting System (PBS). History's Best on PBS

<http://www.pbs.org/history/index.html>

The history Web page of PBS on-line with great teacher resources and teaching guides. Under American history section, note special page devoted to PBS series Chicano! History of the Mexican American Civil Rights Movement (<http://www.pbs.org/chicano/>)

Hispanic Interest Web Sites

Azteca Web Page

<http://www.azteca.net/aztec/>

Contains information accumulated especially for Mexicans, Chicanos, and/or Mexican-Americans. Has a series of very useful links containing valuable information.

Chicano/Latino Net. University of California

<http://cnet.ucr.edu/index.html>

An EXCELLENT site for the entire Hispanic experience in the United States. Has links to Latino, Hispanic, Caribbean sites. Covers art, music (with on-line music), library, research collections, etc. Has an excellent link in its Library section to an "Annotated Bibliography of Children's Literature focusing on Latino People, History, and Culture" compiled in 1995 by Amy Goldenberg as a first year Graduate student at UCLA in the Department of Library and Information Science.

Habaguanex Ciboney – Web Magazine of Cuba in Exile

<http://www.netside.net/~ciboney/>

An outdated Web site of a no longer published e-magazine. The site does still contain some useful links (Brothers to the Rescue, The Cuban American National Foundation, etc), although many other links are no longer valid.

National Council of La Raza

<http://www.ncir.org>

The Web site of the National Council of La Raza which has interesting links to many other Hispanic resources.

Puerto Rican Hall of Fame

<http://www.angelfire.com/biz/chago/puertorros.html>

As the site states: "This is an all-inclusive catalogue of famous and historically important Puerto Ricans."

Web Sites of General Hispanic Interest for U.S. History and Culture

Allen, Thomas B., ed. "What Really Sank the Maine", Naval History

<http://www.usni.org/NavalHistory/NHallen.htm>

An on-line article analyzing the various theories behind the sinking of the battleship Maine.

Toucan Valley Publications. Florida Forts and Missions Fact Cards

<http://www.toucanvalley.com/florfc.htm>

A commercial publication Web page which markets a hard copy publication Florida Forts and Missions Fact Cards (ISBN 1-884925-55-3, \$29.00). Has on-line a free preview of one of the mission cards and ordering information for the publication.

Ybor City State Museum (Tampa)

<http://www.dep.state.fl.us/parks/YborCity/yborcity.html>

Brief Web page devoted to the Ybor City State Museum in Tampa which has an excellent permanent exhibit on the cigar industry in Tampa and the city's Latin community.

Bancroft Library, University of California (Berkeley). Stereographs of the Spanish-American and Philippine-American Wars

<http://www.boondocksnet.com/stereo/bancroft.html>

An excellent pictorial collection of stereographs taken during the Spanish-American War. There are copyright restrictions as to use and these are clearly described.

California Missions. A Virtual Tour

<http://www.californiamissions.com/menu.html>

Arguably, one of the best Web pages on the Spanish missions in California. Has excellent links and has audio sites.

California Missions Interactive. Home Page

<http://tsoft.net/~emi/>

Two cyclists in 1995 embarked on a tour of twelve of the California missions and kept in touch through e-mail with twelve classes of fourth graders who were studying the missions. Find out about their project and look at their suggestions for an interdisciplinary curriculum.

California Mission Studies Association. Home Page

<http://www.ca-missions.org/>

Home page of a non-profit organization dedicated to the study and preservation of the California Missions, Presidios, Pueblos, and Ranchos and Their Native American, Hispanic, and Early American Past. Has many useful links, including a mission directory. Each of the 21 California missions has a Web page with Web pages devoted to other sites of Hispanic interest.

Web Sites of General Hispanic Interest for U.S. History and Culture (Continued)

California. The Spanish Missions of California

<http://tqd.advanced.org/3615/>

An excellent Web page constructed by two California high school juniors to help supplement the study of the California missions, which is part of the State of California curriculum for fourth and fifth graders.

California, State of. History and Culture

<http://www.ca.gov/s/history/>

General background on contributions by various groups, including Hispanics, to the history and culture of the state. Has links to many other useful sites.

Father Felix Varela: A Cuban for the Irish Immigrant

<http://www.pfvarela.org/transfig.htm>

Good historical background on Father Felix Varela, the great Cuban thinker, with an emphasis on his work in the United States in the first half of the nineteenth century.

Library of Congress. Hispanic Division

<http://lcweb.loc.gov/rr/hispanic>

The Home Page of the Hispanic Division of the Library of Congress. Has good links including one on the Spanish American War of 1898 (<http://lcweb.loc.gov/rr/hispanic/1898/>) which has special presentations on Cuba, the Philippines, Puerto Rico, and Spain.

Moran, Gerard Patrick. The Texas-Celtic Connection. Chapter 1 - Spanish Texas

<http://home.swbell.net/gpmoran/texas/ch1.htm>

Part of a much larger work-in-progress documenting the Irish presence in Texas. Chapter 1 is devoted to Spanish Texas since the Irish first came to Texas from Spain to where they had fled after escaping the English persecution of the Catholic Irish. Has wonderful information on the Spanish in Texas and the Spanish mission system.

National Park Service. CRM, Cultural Resource Management

<http://www.er.nps.gov/crm>

The on-line version of the magazine published by the National Park Service. Published monthly, each issue contains fantastic articles of great in-class use and back issues can be accessed on the Web. Volume 20, No 11, published in 1997, was a special issue devoted to Hispanic culture and history entitled "Exploring Hispanic History and Culture - A Dynamic Field" (<http://tps.cr.nps.gov/crm/issue.cfm?volume=20&number=11>) and it contains a large number of great articles.

Web Sites of General Hispanic Interest for U.S. History and Culture (Continued)

National Register of Historic Places. Teaching with Historic Places Home Page
<http://www.cr.nps.gov/nr/twhp/home.html>

Learn about Teaching with Historic Places. Take advantage of already-prepared classroom lesson plans using National Register sites. Learn about professional development opportunities. Many lesson plans can be accessed now on the Web. Future plans call for all lesson plans to be put on the Web. The lesson plans with direct relevance to Hispanic culture in the U.S. are not yet on-line, but hard copies can be secured through the National Park Service. Among the lesson plans with relevance to Hispanic culture in the U.S. are: Ybor City: Cigar Capital of the World; Frederica: An 18th Century Planned Community; Castolon: A Meeting Place of Two Cultures; California to American: A Study in Cultural Change; and San Antonio Missions: Spanish Influence in Texas.

San Antonio Conservation Society. Heritage Education Tours
<http://www.saconservation.org/htour1.html>

The Heritage Education page of the San Antonio Conservation Society. This page has link to the San Antonio missions which leads to pages of a teacher's resource guide using all the missions around San Antonio (most notably, Mission San Antonio de Valero - the Alamo) and the missions' irrigation system, dam and aqueduct.

Sheppard, Donald E., Spanish Exploration and Conquest of Native America
<http://dynamicexplorers.com/index.html>

A Web page constructed by a private individual which is particularly good for the explorations of Hernando de Soto and Cabeza de Vaca. In a special note to teachers, author states that all graphics; information, etc. may be used for free by teachers.

Spanish-American War Sites to Visit
<http://www.spanam.simplenet.com/sites.htm>

Lists sites around the United States related to the Spanish-American War and which are open to the public.

Web Sites Of Particular Hispanic Interest For Florida History And Culture

Bay of Pigs Invasion, Brigade 2506 (Miami)
<http://www.brigada2506.com/>

The Home Page for the Brigade 2506. It has good and interesting political commentary and a link to the Bay of Pigs Museum.

Florida Department of Education, "Some Web Sites for the Social Studies"
<http://www.firn.edu/doe/bin00001/ssweb.htm>

Contains 51 addresses of Web sites in areas as diverse as African American History; Anthropology; Florida Culture, Economics, and Environment; Geography; Government; History; and Law Related Education, as well as sites on Classroom Activities and Conflict Resolution.

Web Sites Of Particular Hispanic Interest For Florida History And Culture (Continued)

Florida Department of Education and the University of Central Florida Technology Resource Center, "Digital Florida"

<http://www.itrc.ucf.edu/df/default.html>

According to the Web page: "Digital Florida is a growing digital library of images, movies, and sounds about Florida and Floridians – past, present, and future" designed for Florida educators and all Floridians.

Florida Department of State, Division of Historical Resources

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

The "home page" of the division which has under its jurisdiction archeological research and historic preservation in the state of Florida. The page has links to Florida Folklife and Florida History and Facts. Under Florida Facts, there is a fascinating listing city name and county name origins, many with Hispanic and Native American significance.

Florida Department of State, "Florida Heritage Education Program"

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

Contains extensive information on the concept and uses of heritage education in Florida and has a link to order FHEP lesson plans. Especially useful in conjunction with the booklets Florida Cuban Heritage Trail and Florida Black Heritage Trail cited in the "Books and Booklets" section. Florida State Archives <http://www.dos.state.fl.us/dlis/barm/archives.html>

Florida Heritage Magazine

<http://www.flheritage.com/magazine/>

The Web page of the glossy magazine published four times a year for the Florida Trust for Historic Preservation. An excellent resource for Heritage Education in the state of Florida with entertaining articles on historical sites around the state. Each issue usually has at least one article on state sites with Hispanic, African American, or Native American significance. Subscription information (\$12.95 a year) is available on the Web site.

Florida Museum of Hispanic and Latin American Art (Coral Gables)

<http://www.latinoweb.com/museo/>

Labels itself as "...the first and only museum dedicated 100% to the preservation, diffusion and promotion of Hispanic and Latin American [Contemporary] Art...". The permanent collection has about 400 pieces. The museum has an educator on staff.

Historical Museum of Southern Florida (Miami)

<http://www.historical-museum.org/>

The Web page of the Historical Museum of Southern Florida which has an excellent education program, fascinating temporary exhibits and folklife events, and an outstanding permanent exhibit. Valuable links include one to the

Web Sites Of Particular Hispanic Interest For Florida History And Culture (Continued)

Miami Circle discovery (<http://www.historical-museum.org/history/circle.htm>), and another link to the Spanish-American War (<http://www.historical-museum.org/history/war/war.htm>) with a further link to the impact of the war on Florida and Miami.

Instituto San Carlos (Key West)
<http://www.si.edu/pichs/ISC.htm>

A brief history of the Instituto San Carlos in Key West is contained in this Web page maintained by the Smithsonian Institution with which the Instituto has a collaborative agreement. The Instituto was the center of the Cuban independence movement in Key West at the end of the nineteenth century.

Jay I. Kislak Foundation (Miami Lakes)
<http://www.jayikislakfoundation.org/>

An excellent resource sponsored by a small, but immensely rich in resources, private museum in Miami Lakes in Miami-Dade County. The museum's collection is especially rich in Pre-Columbian art and in resources documenting the Spanish colonial experience in Florida among the Native Americans. The museum has a Children's Education Program and a museum educator on staff.

Jesuit Missions in the New World. Homepage
<http://history.furman.edu/~benson/hst11/group6/HP.htm>

A Web page on the Jesuit missions in the Americas with a link to Jesuit missions in colonial America and a link to Jesuit missions in Florida.

Mission of Nombre de Dios (St. Augustine)
<http://userpages.aug.com/mission/index.html>

The Augustinian order Web page for the oldest Spanish mission in the United States.

Mission San Luis de Apalachee (Tallahassee)
http://www.tfn.net/Historic_preservation/san_luis.html

The Web page for the western capital of the Spanish mission in Spanish colonial Florida.

Museum of Arts and Sciences, The Cuban Museum (Daytona Beach)
<http://www.moas.org>

A museum within a museum housing in its permanent collection a Cuban art collection (maps, indigenous pottery, decorative art, lithographs, paintings, ceramics, etc.),

Museum of Florida History, "Florida History Shop"
<http://www.flheritage.com/Merchant/merchant.my?.html>

Lists for purchase a series of valuable resource books useful for the teaching of Hispanic, Native American, and African American History in Florida and the United States. Many of the books cited in the "Books and Booklets" section above can be "browsed" and purchased on this site.

Web Sites Of Particular Hispanic Interest For Florida History And Culture (Continued)

National Parks Service. The Castillo de San Marcos National Monument (St. Augustine)

<http://www.nps.gov/casa/>

The Home Page for the Castillo de San Marcos in St. Augustine, Florida.

National Register of Historical Places. Along the Georgia/Florida Coast

<http://www.cr.nps.gov/nr/g-fintro.htm>

A travel itinerary of historic sites along the Georgia/Florida coast which document the border skirmishes between the Spanish and the English on the Southeast coast. It has links to a tour of historic St. Augustine and a tour of historic Miami.

St. Augustine, City of. Historic Preservation and Heritage Tourism.

<http://www.ci.st-augustine.fl.us/hpht.html>

An introduction to the historic properties in St. Augustine under the care of the city. It has links to individual Web pages for each of the historic properties - Fort Mosé, Spanish Quarter Village, Oldest House, Presidio Commission, and the Castillo de San Marcos - all vital to the study of the Hispanic heritage in U.S. history.

Tampa, City of. Ybor City Chamber of Commerce - Historic Clubs

<http://www.ybor.org/historic.htm>

An excellent overview of the rise of Hispanic and Italian societies in Ybor City in Tampa at the end of the nineteenth century. The site contains links to excellent descriptions of the main clubs - the Centro Español, the Centro Asturiano, the Círculo Cubano, the Unión Martí-Maceo (formed because of State of Florida segregationist pressure at the turn of the century to have Cuban blacks meet separately from the Cuban whites), and the L' Unione Italiana.





Teacher's References



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NOTE: References marked with an asterisk (*) are recommended by the Broward County Historical Commission.



**General Interest Books
for Educators**

**Books, Booklets, And Articles Of
Particular Interest
For Florida History And Culture**



GENERAL INTEREST BOOKS FOR EDUCATORS

Krey, DeAn M. Children's Literature in Social Studies; Teaching to the Standards (1999). National Council for the Social Studies, Bulletin 95.

Available through NCSS Web site (<http://www.ncss.org/bookstore/bulletins.html>)

National Council for the Social Studies. Curriculum Standards for Social Studies (1994)

Lists and discusses the "Ten Thematic Strands in Social Studies" with the "Standards and Performance Expectations for Early Grades, Middle Grades, and High School" with reference charts and provides concrete examples as to how to translate standards into practice with concrete examples for the early and middle grades and high school.

Available through the NCSS Web site (<http://www.ncss.org/bookstore/bulletins.html>)

BOOKS, BOOKLETS, AND ARTICLES OF PARTICULAR INTEREST FOR FLORIDA HISTORY AND CULTURE

These books are available through the Museum of Florida History, 500 South Bronough Street, Tallahassee, FL. 33339.

Deagan, Kathleen, and Darcie MacMahon. Fort Mosé. Colonial America's Black Fortress of Freedom. An excellent booklet which integrates the Hispanic and the African-American colonial experience into the mainstream of U.S. colonial history.

Ewen, Charles R. and John H. Hann, Hernando de Soto Among the Apalachee. It covers the Florida experience of the great Spanish explorer Hernando de Soto.

Goodwin, Gary, and Susanne Walker, eds. Florida Black Heritage Trail. An excellent booklet listing the main sites in Florida of great importance in the state's African American heritage.

Hann, John. Missions to the Calusa. 1993

A good overview of the initial contacts between the Spanish and one of Florida's Native American peoples.

Hann, John, and Bonnie McEwan. The Apalachee Indians and Missions San Luis.

A detailed academic study of the experience of one group of Florida's Native Americans under Spanish rule.

McEwan, Bonnie G, Ed. The Spanish Missions of La Florida. 1994

A book on the Spanish missions in Florida.

Milanich, Jerald T. Florida Indians and the Invasion from Europe. 1993
A good overview of the Spanish and Native-American clashes at the point of contact.

Mission San Luis De Apalachee: A Visitor Guide.

An overview of Florida's most important missionary outpost in the Spanish colonial period.

Parsons, Lee Allen. Columbus to Catherwood, 1494-1844. 350 Years of Historic Book Graphics. 1980

The book features images from the Kislak Rare Books and manuscripts Collection, including a letter by Columbus in 1494.

Pérez, Elizabeth, Rusty Ennemoser, eds. Florida Cuban Heritage Trail. 1996

The counterpart for Cuban-American History of the Goodwin/Walker booklet, essential for the teaching of Cuban-American history in Florida.

List of Miscellaneous Resources Available through Broward County Public Library

La Gaceta, North Florida Hispanic Association-, Tallahassee, FL

Hispanic America USA, Inc.

University of Nevada Bookstore Catalogue - Ethnic Studies

David Miller Sacred Heart Catholic Church, Webb City, Oklahoma

Western Missouri Migrant Education Center

Latino Semanal

Hispanics in the U.S. - Prentice Hall

H.A.P.A. Orlando, FL.

What's in a name? Felipe de Ortego (not a but o) Alpine, TX

Focus on Hispanics '97- US Government

Special Population Reports - University of Florida 1995, Gainesville, FL.

University of Massachusetts - Latinos in the Military, Boston, MA

Discovery Channel Latin America, Miami Lakes, FL.

HISPANIC Magazine, Coral Gables, FL.

Latina Magazine, Washington, D.C.

HISPANIC Network Magazine, San Antonio, TX.



**Latino Museums and
Cultural Institutions**

Selected Listing of Latino

Museums and Cultural Centers



SELECTED LISTING OF LATINO MUSEUMS & CULTURAL CENTERS

Americas Society
680 Park Avenue
New York, NY 10021

**Asociación de Músicos
Latinoamericanos**
2757 North 5th Street
Philadelphia, PA 19133

Caribbean Cultural Center
408 W 58th Street
New York, NY 10019

Casa Cultural Dominicana
4050 Broadway
New York, NY 10032

Centro Cultural Aztlán
803 Castroville Road
San Antonio, TX 78237

El Centro Su Teatro
4771 Vine
Denver, CO 80216

El Museo del Barrio
1230 5th Avenue
New York, NY 10029

**Guadalupe Cultural Arts
Center**
1300 Guadalupe Street
San Antonio, TX 78207

Jay I. Kislak Foundation
7900 Miami Lakes Drive, West
Miami Lakes, FL 33016

**MACLA, San Jose Center for
Latino Arts**
510 South 1st Street
San Jose, CA 95113

Art Museum of the Americas
201 18th Street, NW
Washington, DC 20006

Association of Hispanic Arts, Inc.
250 W 26th Street
New York, NY 10001

Casa Blanca Museum
Instituto de Cultura Puertorriqueña
Apartado 4184
San Juan, PR 00902-4184

Center for Latino Initiatives
Smithsonian Institution
100 Jefferson Drive SW
Washington, DC 20560

El Centro de la Raza
2524 - 16th Avenue South
Seattle, WA 98144

El Morro National Monument
P.O. Box 43
Ramah, NM 87321

GALA Hispanic Theater
Washington, DC 20008

Hispanic Society of America
613 W 155th Street
New York, NY 10032

**Latino Museum of History,
Art & Culture**
112 South Main Street
Los Angeles, CA 90012

**Museo de Arte Contemporáneo
de Puerto Rico**
Apartado 362377
San Juan, Puerto Rico 00936-2377

SELECTED LISTING OF LATINO MUSEUMS & CULTURAL CENTERS

**Museum of Anthropology,
History and Art**
University of Puerto Rico
P.O. Box 21908, UPR ST.
Río Piedras, Puerto Rico 0091-1908

Mexi-Arte Museum
P.O. Box 2632
Austin, TX 78768

Ohio Latino Arts Association
4941 Bath Road
Dayton, OH 45424

Pregones Traveling Theater
700 Grand Concourse
Bronx, NY 10451

Taller Puertorriqueño
2721 North 5th Street
Philadelphia, PA 19133


Museo de Arte de Ponce
Avenue Las Americas #25
Ponce, Puerto Rico 00732

The Mexican Museum
Fort Mason Center, Building D
San Francisco, CA 94123


Orlando Museum of Art
2416 North Mills Avenue
Orlando, FL 32803

Presidio La Bahía
P.O. Box 57
Goliad, TX 77963

Teatro Avante
Coral Cables, FL 33129



**Listing By State of Science,
Technology, Environment, and
Zoological Collections Focusing
on Latino/Latin America**



LISTING BY STATE, OF SCIENCE, TECHNOLOGY, ENVIRONMENT
AND ZOOLOGICAL COLLECTIONS FOCUSING
ON LATINO/LATIN AMERICA

ARIZONA

Desert Botanical Gardens
1201 N. Galvin Pkwy.
Phoenix, AZ 85008
* Herbarium covering U.S.
Southwest and Mexico

CALIFORNIA

Chaffee Zoological Gardens
of Fresno
894 W. Belmont
Fresno, CA 93728
* *Tropical rain forest in
Latin America*

COLORADO

Denver Botanic Gardens, Inc.
909 York St.
Denver, CO 80206-3799
* *Pre-Columbian gardens (Maya,
Aztec, Inca, Southwest)*

CONNECTICUT

Beardsley Zoo
1875 Noble Ave.
Bridgeport, CT. 06610
* *Endangered animals of North
and South America*

DELAWARE

Brandywine Zoo
1001 N. Park Dr.
Wilmington, DE 19802
* *Endangered species of North
and South America*

FLORIDA

Florida Museum of Natural
History
Museum Road
University of Florida
Gainesville, FL. 32611
* *Mammals from Southeastern U.S. and
Caribbean regions*

*Tallahassee Museum of History
and Natural Science*
3945 Museum Drive
Tallahassee, Fl. 32310
* *Florida's Natural and Cultural History
beginning 19th century*

Orlando Museum of Art
2416 North Mills Avenue
Orlando, FL. 32803
* *Pre-Columbian cultures*

MASSACHUSETTS

Botanical Museum of Harvard
University
26 Oxford St.
Cambridge, MA. 02138
* *Pre-Columbian ethnobotany*

NEW MEXICO

Explora! Science Center
40 First Plaza #68
Albuquerque, NW 87102
* *Science & technology*

LISTING BY STATE, OF SCIENCE, TECHNOLOGY, ENVIRONMENT
AND ZOOLOGICAL COLLECTIONS FOCUSING
ON LATINO/LATIN AMERICA

NEW YORK

**The New York Botanical
Gardens**

200 St & Southern Blvd.

Bronx, NY & 1-458

* Tropical and sub-tropical plants

PUERTO RICO

**Caribbean Primate Research
Center**

University of Puerto Rico Medical
Science Campus

P. O. Box 365067

San Juan, PR 00936-0788

* *Animals from the Cayo Santiago
colony in Puerto Rico*

* *Small Collection of other higher
primate species*

**Las Cabezas de San Juan
Nature Reserve (El Faro)**

The Conservation Trusts
of Puerto Rico

P. O. Box 4747

San Juan, PR 00902

* *Aquarium collections (non-living)*

* *Aquarium collections (living)*

* Environmental collections

PUERTO RICO

**Caribbean National Forest, a
UNESCO-designated biosphere
reserve**

P. O. Box 2500

Rio Piedras, PR 00928-2500

* *Tropical rainforest - flora/fauna/
scientific research*

TEXAS

**National Wildflower Research
Center**

4801 La Crosse Avenue

Austin, TX 78739

* *Plants from the Southwest and
Northern Mexico*

UTAH

**John Hutchings Museum of Natural
History**

55N. Center St.

Lehi, UT 84043

* *Undersea life from Puerto Rico
and the Pacific*



Selected Videos



SELECTED VIDEO RESOURCES

Broward County Main Library

- Amazon Land of Flooded Forests, P4172, Broward County Main Library
- Amazonia, A Celebration of Life, P2001, Broward County Main Library
- The Mayan Mystery, F800106, Broward County Main Library
- Migrant, F1200075, Broward County Main Library

Video Knowledge, Inc. - 1-800-LEARN-03

- Spanish History - A Continent Conquered - Grade Levels: 6 – 12
- Latin American Historical Personalities - Grade Levels: 6 – 12
- The Island of Puerto Rico - Grade Levels: 1 – 6
- Bilingual Americans - Grade Levels: 6 – 12

Florida International University, Miami, FL.

- Cuban Living History Project: Cuban Exiles
Look at Themselves – Producer Mario Padrón Grade Levels: 9 – 12

PBS - (Fall of 1999)

- Americans/Americanos with James Edward Olmos- Grade Levels: All



**The World of 1898:
The Spanish-American War**



THE WORLD OF 1898: THE SPANISH-AMERICAN WAR

1868

10 October

Carlos M. Céspedes issued the Grito de Yara and initiated the Ten Years' War in Cuba (1868-1878), the independence movement that served as the forerunner of the 1895 Insurrection and the Spanish American War.

1887

March

Publication in Berlin, Germany, of *Noli Me Tangere* (Touch Me Not) by José Rizal, the Philippines' most illustrious son, awakened Filipino national consciousness.

1890

U.S. foreign policy is influenced by Alfred T. Mahan who wrote *The Influence of Sea Power Upon History, 1600-1783*, which advocated the taking of the Caribbean Islands, Hawaii, and the Philippine Islands for bases to protect U.S. commerce, the building of a canal to enable fleet movement from ocean to ocean and the building of the Great white fleet of steam-driven armor plated battleships.

1892

5 January

José Julián Martí y Pérez formed *El Partido Revolucionario Cubano* (Cuban Revolutionary Party). This Cuban political party was organized first in New York City and Philadelphia and soon spread to Tampa and Key West, Florida.

3 July

La Liga Filipina, a political action group that sought reforms in the Spanish administration of the Philippines by peaceful means, was launched formally at a Tondo meeting by José Rizal upon his return to the Philippines from Europe and Hong Kong in June 1892. Rizal's arrest three days later for possessing anti-friar bills and eventually banishment to Dapitan directly led to the demise of the *Liga* a year or so later.

7 July

Andrés Bonifacio formed the Katipunan, a secret, nationalistic fraternal brotherhood founded to bring about Filipino independence through armed revolution, at Manila. Bonifacio, an illiterate warehouse worker, believed that the *Liga* was ineffective and too slow in bringing about the desired changes in government, and decided that only through force could the Philippines problem be resolved. The Katipunan replaced the peaceful civic association that Rizal had founded.

1895

24 February

Cuban independence movement (*Ejército Libertador de Cuba*) issued in the Grito de Baire, declaring *Independencia o Muerte* (Independence or death), as the revolutionary movement in Cuba began. It was quelled by Spanish authorities that same day.

10 April

José Martí and Máximo Gómez Baez returned to Cuba to fight for independence; Gómez was to serve as military leader of the new revolution. The Cuban Revolutionary Party (*El Partido Revolucionario Cubano*) in New York worked tirelessly for revolution inspired José Martí and maintained various voices for the Revolution.

12 June

U.S. President Cleveland issues a proclamation of neutrality in the Cuban Insurrection.

1896

16 February

Spain begins re-concentration policy in Cuba.

28 February

The U.S. Senate recognized Cuban belligerency with overwhelming passage of the joint resolution John T. Morgan/Donald Cameron calling for recognition of Cuban independence. This resolution signaled to President Cleveland and Secretary of State Richard Olney that the Cuban crisis needed attention.

9 August

Great Britain foils Spain's attempt to obtain European support for Spanish policies in Cuba.

1897

William Randolph Hearst's New York Journal and Joseph Pulitzer's New York World, through its sensational reporting on the Cuban Insurrection helped strengthen anti-Spanish sentiment in the United States.

1898

1 January

Spain grants limited autonomy to Cuba.

15 February

USS Maine blows up in Havana Harbor.

29 February

The United States government issued an ultimatum to the Spanish government to terminate its presence in Cuba. Spain did not accept the ultimatum in its reply of April 1, 1898.

13 April

The U.S. Congress agreed to President McKinley's request for intervention in Cuba without recognition of the Cuban government and adopted a joint resolution for war with Spain.

21 April

A state of war existed between Spain and the United States and all diplomatic relations were suspended. President McKinley ordered a blockade of Cuba. U.S. fleet leaves from Key West to enforce blockade.

25 April

War was formally declared between Spain and the United States.

28 May

U.S. Army General William Rufus Shafter, received orders to mobilize his troops in Tampa, Florida for the attack on Cuba.

June-October

U.S. businesses and government circles united around a policy of retaining all or part of the Philippines.

10 June

U.S. Marines land at Guantánamo, Cuba

13 June

The Rough Riders sailed from Tampa, Florida bound for Santiago de Cuba.

14 June

McKinley's administration decided not to return the Philippine Islands to Spain.

20 June

Spanish surrendered Guam to Captain Henry Glass and his forces on the cruiser U.S.S. Charleston.

27 June

Lieutenant General Calixto García of Cuba requested that Tomás Estrada Palma and the Cuban Committee ask President McKinley to recognize the Cuban Council of Government.

2 July

Admiral Cervera and the Spanish fleet prepare to leave Santiago Bay.

8 July

United States acquired Hawaii.

18 July

U.S. General Leonard Wood was named military governor of Santiago de Cuba.

2 August

Spain accepted the U.S. proposal for peace with reservations regarding the Philippine Islands.

11 August

U.S. Secretary of State Day and French Ambassador Cambon, representing Spain, negotiated the Protocol of Peace that ended the hostilities.

13 August

Manila falls to the U.S. troops.

6 February

U.S. Senate ratified the Treaty of Paris by a vote of 52 to 57, proposing the conditions to end the War.

19 March

The Queen Regent of Spain, María Cristina, signed the Treaty of Paris, breaking the deadlock in the Spanish Cortes.

11 April

The Treaty of Paris was proclaimed.

1902

July

War ended in the Philippine Islands.



Hispanic Holidays and Historical Dates



HISPANIC HOLIDAYS AND HISTORICAL DATES

- January**
- 1 New Year's Day/Día del Año Nuevo
 - 6 Day of the Magi/Día de los Reyes Magos
 - 8 World Literacy Day
 - 11 Eugenio de Hostos, 1839-1903, Puerto Rican Patriot
 - 28 José Martí, 1853-1895, Cuban Patriot, Poet, Writer
- February**
- 6 Spanish-American War Ends, 1899
 - 22 Independence Day-Dominican Day
 - 28 José de San Martín, 1778-1850, Liberator of Argentina, Chile and Perú
- March**
- 21 Benito Juárez, 1806-1872, Mexican Leader and Revolutionary
 - 22 Emancipation Day, Puerto Rico
 - 31 Octavio Paz, 1914, Mexican Nobel Prize Winner in Literature
- April**
- 13 Juan Ponce de León Lands in Florida, 1513
 - 14 Pan American Day/Día de las Américas
 - 21 Spanish-American War Begins, 1898
- May**
- 1 Labor Day/Día de los Trabajadores
 - 5 Cinco de Mayo/Constitution Day, Mexico
 - 14 Independence Day-Paraguay
 - 18 Hispanic Society of America Founded, 1904
 - 20 Independence Day-Cuba
 - 30 Hernando De Soto Landed in Florida, 1539
- June**
- 3 Florida Claimed for Spain by De Soto, 1539
 - 24 San Juan Day, Puerto Rico
- July**
- 5 Independence Day-Venezuela
 - 9 Independence Day-Argentina
 - 17 Spain Cedes Florida to the United States, 1821
 - 18 Miguel Hidalgo, 1753-1830, Father of Mexican Independence
 - 24 Simón Bolívar, 1783-1830, Liberator of Venezuela, Bolivia, Colombia
- July**
- 28 Independence Day-Perú
- August**
- 3 Columbus Begins First Voyage, 1492
 - 6 Independence Day-Bolivia
 - 8 Roberto Clemente, Famous Baseball Player, Puerto Rico, 1934-1973
 - 20 Bernardo O'Higgins, 1778, Chilean Patriot
- August**
- 25 Independence Day-Uruguay

- September** **15** Independence Day-Costa Rica, Nicaragua, El Salvador, Porfirio Díaz, Guatemala, Honduras, 1830-1915, National Hispanic Week Begins
 16 Independence Day-Mexico
 18 Independence Day-Chile
 25 Columbus Begins Second Voyage to the New World, 1493
- October** **2** First Pan American Conference, 1889
 3 Independence Day-Ecuador
 12 Columbus Lands at San Salvador, 1492, Día de la Raza
- November** **1** All Saints Day
 2 All Souls Day/Day of the Dead
 3 Independence Day-Panamá (from Colombia)
 28 Independence Day-Panamá (from Spain)
- December** **2** Pan American Health Day
 21 María Cadilla de Martínez, 1886-, Early Puerto Rican Feminist
 22 Teresa Carreño, 1853-1917, Venezuelan-American Concert Pianist
 24 Christmas Eve/Nochebuena
 25 Christmas/Navidad
 28 Día de los Inocentes/April Fool's Day

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