Baltimore County Public Schools
Hispanic Heritage Month
Resource Packet

Developed and Distributed by
Office of Equity and Assurance
2005
Acknowledgments

The Baltimore County Public Schools Office of Equity and Assurance gratefully acknowledges the cooperation and contributions of several websites referenced throughout this document in the production of this publication. The activities included herein are either reproduced with permission or in the public domain.

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# Hispanic Heritage Month Resource Packet

## Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acknowledgments</td>
<td>i</td>
</tr>
<tr>
<td>Introduction</td>
<td>2</td>
</tr>
<tr>
<td>Celebration Ideas for All Ages</td>
<td>3</td>
</tr>
<tr>
<td>Elementary Activities and Lessons</td>
<td>7</td>
</tr>
<tr>
<td>Secondary Activities and Lessons</td>
<td>44</td>
</tr>
<tr>
<td>Notable Hispanic Americans</td>
<td>67</td>
</tr>
<tr>
<td>Timeline of Hispanic History</td>
<td>77</td>
</tr>
<tr>
<td>Hispanic Holidays and Celebrations</td>
<td>100</td>
</tr>
<tr>
<td>Hispanic Heritage Events</td>
<td>103</td>
</tr>
<tr>
<td>Website Resources</td>
<td>106</td>
</tr>
</tbody>
</table>
Hispanic Heritage Month

Introduction

The materials included in this document are distributed in recognition of Hispanic Heritage Month and are intended for use by schools and teachers. Hispanic Heritage Month occurs from September 15th to October 15th. The learning activities address elementary through secondary grades.

On September 17, 1968, the U.S. Government passed a public law to recognize the accomplishments of Hispanic American citizens and created Public Law 90-498 “National Hispanic Heritage Week,” which was celebrated during the week of September 15. This law was later expanded and amended on September 15 1998, and proclaimed as “National Hispanic Heritage Month.” Each year since then, Hispanic Heritage Month is celebrated across the United States from September 15 through October 15. This month is celebrated to honor the cultural diversity and unique contributions of the Hispanic community in the United States, which includes people from at least 20 different Spanish-speaking countries.

Celebrating this month and making all students aware of its importance is essential because it enables our society to become aware of and respect what Hispanics have accomplished and contributed and of their capacity to make even greater contributions to the society. Also, we hope that this will instill in the present generation of Hispanic American students a renewed spirit of confidence in their heritage.

The Office of Equity and Assurance has prepared this packet to assist faculties throughout the school system. The publication consists of two parts. The first part contains activities and resources for elementary students. The second part includes information related to secondary schools. The suggested activities and lesson plans within the packet may be adapted or modified to meet the needs of students.
Schoolwide Activities
For
All Grade Levels

Do You Have a Minute?
Include a “Hispanic Heritage Minute” during the daily morning or afternoon announcements. Each day share facts over the intercom about various notable Hispanic people, historical events, holidays, and other cultural information. Many of these facts can be found within the packet.
For example: Cinco de Mayo: May 5; Mexican Independence Day: September 16; Los Dias de los Muertos/The Days of the Dead: November 1-2; Quinceañera; Numbers and words in Spanish

Musical Moments
Play BCPS approved Latin music samples chosen by the music instructor for a musical moment as part of the announcements one sample per week for the month.

Plan a concert and reception for the parents. Plan a children’s concert program of songs in Spanish; have the older children act as hosts and man a refreshment area featuring tropical fruit juices and/or hot chocolate and snacks, sweets or finger foods typically enjoyed in Hispanic homes or at Hispanic celebrations.

Give Salsa/Merengue/Tango/Flamenco/Samba lessons in your classroom for recess, physical education, or dance class.

Host a karaoke event with students singing to Hispanic songs.

Don’t Be Puzzled
Complete crossword puzzles or word finds as warm-up activities, morning work, and other transition times during the day regarding the Hispanic culture and geography.

Show What You Know
Complete a Hispanic culture quiz.

Conduct a Guess Who or Trivia Activity throughout the school or in your class. Students will be encouraged to participate for a chance to win a small prize or be recognized throughout the building.

Hold a Scavenger Hunt based on items of Hispanic origins.
Mathematics Connections

Cite authentic Hispanic food recipes as part of math lessons and permit students to use them to problem solve.

Cite facts about Hispanic holidays and the date and year that they were established. This information can be used to formulate math problems like what’s the elapsed time (in years, days, or hours) between “Cinco De Mayo” and today.

Appreciate Latino Literature and Encourage Writing

Find poetry, quotes, or short readings by Hispanic authors or about the Hispanic culture for read-alouds, announcements, daily motivational quotes, or for interpretation by students. Allow students to make a journal of their favorite ones or create a picture to show their interpretation of the literature.

Host a poetry celebration and students will bring, read, or share their favorite Hispanic poem as an evening event. This may be done picnic style where each family brings their own Latin meal to eat with their family.

Explore Hispanic holidays, musical genres, and other topics with information from the Fee-Based Database websites.

Read a novel or collection of stories or poetry by a modern Latino author and discuss what aspects of Hispanic culture are revealed or play an important part in the book. Be sure that the books are approved readings for BCPS students. Also, encourage students to read literature written by Hispanic individuals about their culture, or read biographies of significant Hispanic individuals (graphic organizers attached).

Encourage students to research information, to identify facts, or write a report or biography on a famous Hispanic individual.

Using your local paper, have students find a calendar of events celebrating Hispanic heritage in your community. Have them discuss which event they would most like to attend.

School Library Fiesta! - include cultural craft projects, face painting, and a huge piñata.

Conduct a book signing from a Latino author or read children’s books from Hispanic authors.

Host an essay writing contest where each student uses the internet to research a Hispanic personality.

Food For Thought

Arrange for the cafeteria to serve traditional Latino foods one day. The menu choices could include Mexican foods such as tacos, burritos, taco salad, and corn.
Encourage the students to have dinner at your favorite local Latino restaurant. There are restaurants all over Maryland. Invite students to find places to eat, either online or in the newspaper or phonebook. Be sure to mention that places vary in prices. If necessary, the family may visit Taco Bell.

Hold a school fundraiser at a local Latino restaurant.

Do a cooking lesson/demonstration to show kids how to make a simple Latin delicacy and have fun eating store bought Latin foods. You can make connections to mathematics and reading to perform a task as you demonstrate how to make this dish.

**Wall of Fame**

Display a “Wall of Fame” display in the cafeteria or hallway with Great Hispanic American posters or drawings, or research with photos done by the students. Help the students learn that Hispanic Americans have been influential in many areas by organizing the work or posters into categories, such as inventors, actors, writers, musicians, innovators, and more.

**Get the Word Out**

Make Hispanic Heritage a true celebration. Display a poster that highlights this special month near the main entrance of the school. Give buttons or stickers that acknowledge Hispanic Heritage Month to faculty and staff that encourage them to wear them all month.

Bulletin board/current events. Create a big black kettle (representing the "melting pot" that is America) out of construction paper and staple it to the bulletin board. Use white chalk to write the cultures represented in your students' families on the pot. Then ask students to keep an eye out for articles in newspapers and magazines that include references to different cultural groups that are part of the American "melting pot." Hang those articles on the bulletin board.

**Using Art to Celebrate**

Have your students make a poster or collage depicting one of the Hispanic holidays. Decorate the poster with objects that may have been used in the celebration of the holiday. Post the collages in a public area like the cafeteria.

Have a puppet show - children can also create their own puppets.

**Celebrate Extraordinary Individuals**

Hispanic Heritage Month is a great time to teach children how diversity enriches the world. Have a “Diversity Day” and have students select one of the “extraordinary” individuals to research, and then present the information to the class.
Host a school-wide Hispanics festival where each class picks a different Latino culture to focus on. Given that Latinos comprise at least 20 different cultures; this might be an experiential way to inform students that all Hispanics are not the same.

**Geography/Social Studies Connections**

Discuss regional, state, and city names that indicate Hispanic influence or history—for example, the states of Colorado or Florida; cities like El Paso, Los Angeles, or Santa Fe. Identify local place names that may be derived from Spanish, and discuss why that name might have been used. Are any streets named after Latino leaders in your community? Discuss that person’s contributions and achievements. Visit places in your area linked to Latino history in the U.S.: Old Spanish missions, the Alamo, etc. Teachers may use the website infoplease.com/spot/spanishnames.html to share places in the United States which have names from Hispanic Heritage; for example, California, Las Vegas, Nevada, San Antonio, and Los Angeles.

**Hispanic Politicians**

When discussing politics and teaching students about the government, teachers may use the following website as a reference to Hispanic politicians. From 1822 through 2003, there have been approximately 80 Hispanic politicians. Find more information on Hispanic politicians by going to www.infoplease.com/spot/hhmcongress1.html.
ELEMENTARY ACTIVITIES AND LESSONS
Why does this design show a bird sitting on someone’s head?

¿Por qué muestra este diseño un pájaro sentado sobre la cabeza de alguien?
Modern Puerto Ricans still use the coquí—a small tree frog—as a symbol of their island.

Los puertorriqueños modernos todavía usan el coquí—una ranita de árbol—como un símbolo de su isla.
The Taino Indians, who lived in Puerto Rico before the Spanish came, carved petroglyphs (symbols on stone) in a special style.

Los tainos, que vivieron en Puerto Rico antes de que vinieran los españoles, tallaron petroglifos (simbolos en piedra) de un estilo especial.
The sun was important to all early cultures. Some worshipped the sun, some used its movement to calculate the seasons, and nearly all told stories about it. Throughout Latin America, people still like to decorate things with pictures of the sun.

This traditional design is from Costa Rica.

The Cuna people live in the San Blas Islands near the north coast of Panama. They are famous for their molas -
embroidered pictures sewn from layers of colored cotton cloth. Mola designs usually show animals or scenes from the
maker's daily life. Tourists and collectors pay high prices for molas, so the women who make them are very important to
the community.

La gente curía viven en las Islas de San Blas cerca de la costa nortena de Panama. Son famosas por sus molas estas
imagenes bordadas estan hechas de capas de tela colorada de algodón. Los disenos usualmente muestran animales o
escenas de la vida diaria de la creadora. Los turistas y coleccionistas pagan precios altos por las molas. Las mujeres que
las hacen son muy importantes en la comunidad.
Teach Your Students Hispanic Phrases, Numbers, and Days of the Week

This can be done each day on the announcements or in the classroom during transition time for morning work or as a warm-up activity.

- Buenos días ... Good morning
- Hasta la vista ... Till we meet again
- Muchas gracias ... Many thanks
- De nada ... You're welcome
- Cómo se llama usted? ... What's your name?
- Cómo está usted? ... How are you?
- Estoy muy bien, gracias. ... I am well, thank you.
- Qué hora es? ... What time is it?
- Dónde está el baile? ... Where is the dance?

**Numbers** (one through ten)
- Uno 1
- dos 2
- tres 3
- cuatro 4
- cinco 5
- seis 6
- siete 7
- ocho 8
- nueve 9
- diez 10

**Days of the Week**
- el lunes ... Monday
- el martes ... Tuesday
- el miércoles ... Wednesday
- el jueves ... Thursday
- el viernes ... Friday
- el sábado ... Saturday
- el domingo ... Sunday

For more information, please visit the website. [http://www.education-world.com](http://www.education-world.com)
Making Flags Lesson Plan

Task
Students illustrate flags of countries where Spanish is the official language.

Objective
Today we will demonstrate abilities to draw flags of countries where Spanish is the official language in order to recognize and acknowledge the importance of Hispanic History Month.

Materials Needed
Map, Atlas, Computers with Internet Access, Drawing Paper or Construction Paper Markers, Crayons, or Paint

Lesson Plan
• Have students brainstorm the names of countries where Spanish is the predominant language of the people who live there.
• On the board, overhead or poster, write the names of the following countries where Spanish is the official language:
  - Argentina, Bolivia, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Equatorial Guinea, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, Spain, Uruguay, Venezuela.
• Read the names of the countries to students.
• Show students pictures of the flags from these nations from library sources from the fee-based database through the Baltimore County Library Information Services site or by using an atlas or encyclopedia. For more information, please visit the website. http://online.culturegrams.com/index.php
• Use a classroom map or atlas and have students identify countries listed.
• Place the names of the countries in a bag and allow students a chance to choose a name from the bag or you may assign a country to each student.
• Distribute the drawing materials.
• Have students illustrate that country’s flag and write the name of each country under each illustration.
• Display the completed flags on a classroom wall or hall wall, or hang them as mobiles.

Assessment
Observe students' participation, and evaluate students’ illustrations. Students share with their groups any information they learned and tell others which flag they made.

Extension: Have students identify a few facts about the country they choose. Students may also find information about the design of the flag in that country.

For more information, please visit the website. http://retanet.unm.edu/
Music

Adapt a song to teach the children to promote inclusiveness of other cultures. For example: Genetic Roots Go Back 270,000 Years sung to the tune of O' My Darling,

Every Body, Every Body,
Every Body is a-like.
Blood and bones, and toes and muscles,
we together,
human-kind.

For more information, please visit the website. http://retanet.unm.edu/

Making Mathematics Connections

Where do Latinos live? Using Census information, draw up reports on the U.S. Hispanic population and create a map showing which states have the largest Hispanic communities. Create a pie or bar graph showing the country of origin of U.S. Hispanics. For more information go to this site: http://www.census.gov/pubinfo/www/NEWhispML1.html

The following activity can be used in the mathematics classroom. Is can be used to teach students to say word names, to model writing numbers through the millions in standard form and even for students to write the word name of numbers through the millions. This can also be used to compare and order numbers or to find sums and differences.
### Where in the World Is Spanish Spoken?

The places listed below have Spanish-speaking populations greater than 100,000. Unless otherwise noted, all counts are 1995 estimates.

**Source:** Ethnologue

<table>
<thead>
<tr>
<th>Country</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mexico</td>
<td>86,211,000</td>
</tr>
<tr>
<td>Colombia</td>
<td>34,000,000</td>
</tr>
<tr>
<td>Argentina</td>
<td>33,000,000</td>
</tr>
<tr>
<td>Spain*</td>
<td>28,173,600</td>
</tr>
<tr>
<td>United States**</td>
<td>22,400,000</td>
</tr>
<tr>
<td>Venezuela</td>
<td>21,480,000</td>
</tr>
<tr>
<td>Peru</td>
<td>20,000,000</td>
</tr>
<tr>
<td>Chile</td>
<td>13,800,000</td>
</tr>
<tr>
<td>Cuba</td>
<td>10,000,000</td>
</tr>
<tr>
<td>Ecuador</td>
<td>9,500,000</td>
</tr>
<tr>
<td>Dominican Republic</td>
<td>6,886,000</td>
</tr>
<tr>
<td>El Salvador</td>
<td>5,900,000</td>
</tr>
<tr>
<td>Honduras</td>
<td>5,800,000</td>
</tr>
<tr>
<td>Guatemala</td>
<td>4,673,000</td>
</tr>
<tr>
<td>Nicaragua</td>
<td>4,347,000</td>
</tr>
<tr>
<td>Bolivia</td>
<td>3,483,700</td>
</tr>
<tr>
<td>Costa Rica</td>
<td>3,300,000</td>
</tr>
<tr>
<td>Uruguay</td>
<td>3,000,000</td>
</tr>
<tr>
<td>Puerto Rico</td>
<td>2,690,000</td>
</tr>
<tr>
<td>Panama</td>
<td>2,100,000</td>
</tr>
<tr>
<td>Paraguay</td>
<td>110,000</td>
</tr>
</tbody>
</table>

*1986 count

**1990 census

To find more information on Spanish speaking countries please visit the following website.

Countries of South America

ARGENTINA
BRAZIL
COLOMBIA
FALKLAND ISLANDS
FRENCH GUIANA
PARAGUAY
VENEZUELA

BOLIVIA
CHILE
ECUADOR
GUYANA
PERU
URUGUAY
SURINAME

Hidden Message:

Challenge: How many countries are in South America? _________

Identify any missing countries? ______________________________________________

Name: __________________________ Date: __________________________
Countries of South America Solution

H I S S P Y A U N F I C H E R A I T
A G D E M A O N R R T H + + N + U +
V E N E Z U E L A E C + + I + + R +
+ + A + + G E + + N P O T + + + U +
+ + L + + A C + + C + N L + + + G S
+ + S + C R U + + H E B + O + + U +
+ + I + H A A + + G + + R + M R A +
+ + D + I P D + R U + + + A I B Y +
+ + N + L + O A + I + + + N Z + I +
+ + A + E + R + + A + + A + + I + A
+ + L G U Y A N A N + M A + + + L +
+ + K + + + + + + + A E I + + + + + +
+ + L + + + + + + + V + + + + + + +
+ + A + + + + + + I + + + + + + +
+ + F + + + + + + L + + + + + + + +
+ + + + + + + O + + + + + + + + + +
+ + + + + + B + + + + + + + + + + + +
+ + + + + + + + + + + + + + + + + +

(Over, Down, Direction)
ARGENTINA (8, 9, NE)
BOLIVIA (7, 17, NE)
BRAZIL (12, 6, SE)
CHILE (5, 6, S)
COLOMBIA (11, 3, SE)
ECUADOR (7, 4, S)
FALKLAND ISLANDS (3, 15, N)
FRENCH GUIANA (10, 1, S)
GUYANA (4, 11, E)
PARAGUAY (6, 8, N)
PERU (11, 4, NW)
SURINAME (18, 5, SW)
URUGUAY (17, 2, S)
VENEZUELA (1, 3, E)

Hidden Message: Hispanic Heritage Month
English Words Created By Spanish Culture

S H H W L D E M B Y B D I L G Q K Y W A
I X Z S P F S O K M I S H N Z O Z S I W
F U S A Z C N U J M Y W A I L U J V F E
Q G T O N S S I B S G T K C D P P Y R C
B I V C R Z H M M D S O Q F O G K Y I E
O B B A L Q I N G U M D Y T I C S C N B
Y O A F R C O J M C J G A O Y O T B Z K
N F N F E E Y G F R W T H D W A F H H U
F W A J F Q O K H X O G X A J R N T G U
B U L K R R T T C P I H R N Z D K V L Z
E G D D B W B J R I F O J R U G G J M W
V T B M O P H O P B T A K O Y J C P V V
V F A N E T S J T A G Z O T Q B E W K R
K W V L K F N Z G U C E V N D S A H Y A
O K H U O L R I A E G V H G O O N L C F
U T X T L C L R Q U B W P O J T A P J R
K F A D R L O P D T V O M I N X U O Z S
X D Y M A C J H E V S A X J V B G A Z P
H Y R I O W C V C F V K L A X R I M O T
B Y P O Z T I H G V G G J Z K D A G H V

ALLIGATOR  CHOCOLATE
IGUANA   JAGUAR
MUSTANG   PATIO
POTATO   TOMATO
TORNADO   VAMOOSE

Name: _____________________________________ Date: _______________________

Created by Puzzlemaker at DiscoverySchool.com
## English Words Created By Spanish Culture Solution

| + + + + + + + + + + + + + G + + + + + |
| + + + + P + + + + + + + + + + N + + + + + + |
| + + + A + + + + + + + + + + A + + + + + + + |
| + + T + + + + + + + + + + + T + + + + + + + |
| + I + + + + + + + + + + S + + + + O + + + + + |
| O + + + + + + + + + U + + + + T + + + + + + + |
| + + + + + + + + + M + + + A O + + + + + + + |
| + + + + + + + + + + + T + D + + + + + + + |
| + + + + + + + + + + + O + + A + + + + + + |
| + + + + + + + + + + + P + + R N + + + + + + + |
| E + + + + + + + + + + + + O J R + + + + + + + |
| + T + + + + + + + + + + T A + O + + + + + + + |
| + + A + + + + + + A G + + T + + E + + + |
| + + + L + + + + G U + + + + + S A + + + |
| O + + + O + + I A + + + + + O + N + + + |
| + T + + + + C L R + + + + + O + + + A + + + |
| + + A + + L O + + + + + M + + + U + + + |
| + + + M A + + H + + + A + + + G + + + |
| + + + + O + + + C + V + + + + I + + + |
| + + + + + T + + + + + + + + + + + + + |

### (Over, Down, Direction)

- ALLIGATOR (5, 18, NE)  
- CHOCOLATE (9, 19, NW)  
- IGUANA (17, 19, N)  
- JAGUAR (13, 11, SW)  
- MUSTANG (9, 7, NE)  
- PATIO (5, 2, SW)  
- POTATO (10, 10, NE)  
- TOMATO (6, 20, NW)  
- TORNADO (14, 13, N)  
- VAMOOSE (11, 19, NE)
FAMOUS HISPANIC AMERICANS OF THE PAST

Use classroom, library and Internet resources to learn about 20 famous Hispanic Americans and Latinos listed below. On the line next to each name, write the letter of the statement that describes that person.

<table>
<thead>
<tr>
<th>PERSON/PEOPLE</th>
<th>WHY ARE THEY FAMOUS?</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ 1. Conquistadores</td>
<td>a. Discovered the Mississippi River</td>
</tr>
<tr>
<td>___ 2. Juan Ponce de León</td>
<td>b. World-famous musician, he played the cello</td>
</tr>
<tr>
<td>___ 3. Hernando de Soto</td>
<td>c. Led fight for a better life for migrant farm workers</td>
</tr>
<tr>
<td>___ 4. Father Junipero Serra</td>
<td>d. Band leader and actor, was on TV in I Love Lucy</td>
</tr>
<tr>
<td>___ 5. David Glasgow Farragut</td>
<td>e. On Columbus's 2nd trip; was governor of Puerto Rico</td>
</tr>
<tr>
<td>___ 7. Dennis Cháves</td>
<td>g. In 1935, he became first Hispanic U.S. senator</td>
</tr>
<tr>
<td>___ 8. Desi Arnaz</td>
<td>h. Civil War Naval hero, led battle to take New Orleans</td>
</tr>
<tr>
<td>___ 9. César Chávez</td>
<td>i. Spanish soldiers, invaded and took lands from Indians</td>
</tr>
<tr>
<td>___ 10. Roberto Clemente</td>
<td>j. Founder of the California missions</td>
</tr>
</tbody>
</table>

Name: ______________________________________ Date: ____________________________

(http://www.education-world.com)
### FAMOUS HISPANIC AMERICANS OF TODAY

Use classroom, library and Internet resources to learn about 20 famous Hispanic Americans and Latinos listed below. On the line next to each name, write the letter of the statement that describes that person.

<table>
<thead>
<tr>
<th>PERSON</th>
<th>WHY FAMOUS?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Joan Baez</td>
<td>a. One of the world's best female golfers</td>
</tr>
<tr>
<td>2. Antonia Coello Novello</td>
<td>b. Soccer player</td>
</tr>
<tr>
<td>3. Henry Cisneros</td>
<td>c. Mexican-American mayor of San Antonio, Texas</td>
</tr>
<tr>
<td>4. Katherine Davalos Ortega</td>
<td>d. Folk singer</td>
</tr>
<tr>
<td>5. Gloria Estefan</td>
<td>e. Singer from Miami</td>
</tr>
<tr>
<td>6. Nancy Lopez</td>
<td>f. Hispanic Treasurer of the United States</td>
</tr>
<tr>
<td>7. Geraldo Rivera</td>
<td>g. Opera singer</td>
</tr>
<tr>
<td>8. José Canseco</td>
<td>h. First Hispanic and first female U.S. Surgeon General</td>
</tr>
<tr>
<td>9. José Carreras</td>
<td>i. Baseball player with the Oakland A's</td>
</tr>
<tr>
<td>10. Pelé</td>
<td>j. Talk show host</td>
</tr>
</tbody>
</table>

Name:______________________________ Date:______________________________

(www.education-world.com)
Use the Hispanic Americans in History worksheet with this activity. Invite students to use classroom, library, and Internet resources to match each famous Hispanic American listed on the worksheet with the brief description (in the second column) that tells what that person is noted for. Students might work cooperatively to complete this activity.

<table>
<thead>
<tr>
<th>Hispanic Americans of the Past Answer Key:</th>
<th>Hispanic Americans of Today Answer Key:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.  l</td>
<td>1.  d</td>
</tr>
<tr>
<td>2.  e</td>
<td>2.  h</td>
</tr>
<tr>
<td>3.  a</td>
<td>3.  c</td>
</tr>
<tr>
<td>4.  j</td>
<td>4.  f</td>
</tr>
<tr>
<td>5.  h</td>
<td>5.  e</td>
</tr>
<tr>
<td>6.  b</td>
<td>6.  a</td>
</tr>
<tr>
<td>7.  g</td>
<td>7.  j</td>
</tr>
<tr>
<td>8.  d</td>
<td>8.  l</td>
</tr>
<tr>
<td>9.  c</td>
<td>9.  g</td>
</tr>
<tr>
<td>10. f</td>
<td>10. b</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Country</th>
<th>Percentage Out of 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mexico</td>
<td>61 out of 100</td>
</tr>
<tr>
<td>Puerto Rico</td>
<td>12 out of 100</td>
</tr>
<tr>
<td>Cuba</td>
<td>5 out of 100</td>
</tr>
<tr>
<td>Spain</td>
<td>5 out of 100</td>
</tr>
<tr>
<td>Dominican Republic</td>
<td>2 out of 100</td>
</tr>
<tr>
<td>Nations in Central America</td>
<td>6 out of 100</td>
</tr>
<tr>
<td>Nations of South America</td>
<td>5 out of 100</td>
</tr>
<tr>
<td>Other Hispanic Nations</td>
<td>4 out of 100</td>
</tr>
</tbody>
</table>

([http://www.education-world.com](http://www.education-world.com))
**Dictionary skills.** Many common English words are very similar to Spanish vocabulary. Following are a list of Spanish words and their English translations. Invite students to read each Spanish word below and to tell what the English equivalent might be.

<table>
<thead>
<tr>
<th>Spanish</th>
<th>English</th>
<th>Spanish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Armadillo</td>
<td>armadillo</td>
<td>banana</td>
<td>banana</td>
</tr>
<tr>
<td>Barbacoa</td>
<td>barbecue</td>
<td>botella</td>
<td>bottle</td>
</tr>
<tr>
<td>Cafetería</td>
<td>cafetería</td>
<td>cañón</td>
<td>canyon</td>
</tr>
<tr>
<td>Chocolate</td>
<td>chocolate</td>
<td>colores</td>
<td>colors</td>
</tr>
<tr>
<td>Ensalada</td>
<td>salad</td>
<td>explorador</td>
<td>explorer</td>
</tr>
<tr>
<td>inteligente (in-the-lee-HEN-teh)</td>
<td>intelligent</td>
<td>mapa</td>
<td>map</td>
</tr>
<tr>
<td>mucho (MOO-choh)</td>
<td>much</td>
<td>música (MOO-see-cuh)</td>
<td>music</td>
</tr>
<tr>
<td>No</td>
<td>no</td>
<td>números (NOO-meh-rohs)</td>
<td>numbers</td>
</tr>
<tr>
<td>papel (pah-PEL)</td>
<td>paper</td>
<td>patio</td>
<td>patio</td>
</tr>
<tr>
<td>Rosa</td>
<td>rose</td>
<td>tomate</td>
<td>tomato</td>
</tr>
<tr>
<td>Tornado</td>
<td>tornado</td>
<td>vegetal</td>
<td>vegetable</td>
</tr>
</tbody>
</table>

[http://www.education-world.com](http://www.education-world.com)
Hispanic/Latino Curriculum - Fourth Grade Science/Math Lesson Plan

Hispanic/Latino Astronauts

Concept/Theme: Contributions of Hispanic Astronauts/Planetary Characteristics

Grade: Fourth Grade Science

Textbook Connection: Harcourt: Grade 4 Science Chapter 3, “Planets and Other Objects in Space” Lesson 3, pages 68-75

Benchmark:
The student knows that the planets differ in size, characteristics, and composition and that they orbit the sun in our solar system.

Essential Questions: What are the inner planets? What are the outer planets?

Report Card Connection:
The student understands the interaction and organization in the solar system and the universe and how this affects life on earth.

Time: 1-2 Class Periods

Objectives:

1. The student will understand that Hispanics/Latinos have made major contributions to the astronaut and space program in the United States.
2. The student will identify qualities of nine different Hispanic/Latino astronauts.
3. The students will identify characteristics of the planets of our solar system.

Differentiated Instruction Activities: Teachers may choose to do one or many of the student-centered activities. Activities cover elements of Bloom’s taxonomy.

Teacher Preparation/Materials: Reading Passages, Textbook, Chart Paper or Poster Board, Colored Markers, Colored Crayons, or Colored Pencils, Quiz, Internet Access (for article), Writing Handouts, Concept Map, Video, I Want To Be An Astronaut – movie is available through ITV, 561-738-2920, Television Set, VCR or DVD Player,

1. Pre-reading activities:
   • After reading about the planets in the textbook (Chapter 3), ask students to review the names of each planet. Place each planet on a separate piece of chart paper or poster board and place around the room. Tell students you will come back to the planets later.

   • Next, place the following questions on the board and ask students to pair and share, and question each other. Have students write down their possible answers and report back to the class. Write student responses on the board.
     o What are the names of some astronauts in the U.S. Space Program? John Glenn, Neil Armstrong.

Department of Multicultural Education School District of Palm Beach County, Florida 2005
What are the names of some Hispanic/Latino astronauts in the U.S. Space Program? Carlos Noriega, Christopher Loria, Sidney Gutierrez, Fernando Caldeiro, Michael Lopez-Alegria, Marco Pontes, George Zamka, Pedro Duque, John Olivas, Franklin Chang-Diaz, Joe Acaba, and Jose Hernandez.

What are the names of some female astronauts in the U.S. Space Program? Christa McAuliffe, or Dr. Ellen Ochoa (who is also Hispanic)

Tell students they will be learning about nine different Hispanic/Latino astronauts today. Each group will be assigned an astronaut and a planet. The groups will be responsible for learning about the astronauts and reviewing the characteristics of their assigned planet from their textbooks. After everyone is finished, groups will present three facts about each astronaut and three facts about their assigned planet in a “carousel walk” around the room. Review rubric for grading with students or have the class create their own rubric.

2. During reading activities: Divide students into nine groups. Have each group decide on a reader, a recorder, and a spokesperson. Distribute the Reading Passage with individual astronaut biographies fact sheets to students (one astronaut per group).

• Write these directions on the board for active reading: Underline words that are new to you. Circle three facts about your specific astronaut.

3. After reading activities:
• Students should write the words that were new to them on the back of the individual astronaut fact sheets. Students should look to the context of the passage to try to define the words or look in the dictionary for the definitions.

• Students should look in their textbooks in order to complete the fact sheet for characteristics of the individual planet and also write three interesting facts about the astronaut in the space provided.

• The teacher should circulate and approve each fact sheet. Teacher may want to review FACT AND OPINION to help students pick only the facts from the biographies. When ready, the recorder of the group will go to the poster board or chart paper that has the name of their planet on it and copy the information on the practice reporting sheet on the poster board or chart paper.

• “Carousel Walk: The spokesperson of each group will stand by their poster and wait until a group arrives. The spokesperson has two minutes to pretend (role play) to be the particular astronaut and tell the visiting students facts about “themselves” and also characteristics of their assigned planet. After two minutes, each group moves to the next astronaut and the two minutes repeat.


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• **Internet Activity:** Have students go to the Internet, find the article and: “Hispanic astronaut relishes being role model” from the tri-cityherald.com: http://www.tri-cityherald.com/news/2000/0904/Story4.html Have students fill out a RAFT Organizer for the article.

• **Video Activity:** Show the movie *I WANT TO BE AN ASTRONAUT* to students. While viewing or after the movie, have the student fill out concept map about how astronauts are role models or use the map as a transparency and model it with the students. Video available from ITV, Palm Beach County School District offices at 561-738-2920.

**ESOL Strategies:** Alternative Assessment, Modeling, Read Aloud, Graphic Organizers

**Assessment:**
Student Participation
• Poster Board Assignment, Presentations, Student Quiz
Graphic Organizers

**Resources:**
http://oeop.larc.nasa.gov/hep/hep-astronauts.html - individual biographies

<table>
<thead>
<tr>
<th>PRESENTATION RUBRIC TOTAL 100 POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. STUDENTS GAVE THREE FACTS ABOUT THEIR ASSIGNED PLANET. ________ 25 points</td>
</tr>
<tr>
<td>2. STUDENTS GAVE THREE FACTS ABOUT THEIR ASSIGNED ASTRONAUT. ________ 25 points</td>
</tr>
<tr>
<td>3. STUDENTS WROTE ALL OF THE INFORMATION NEATLY ON THE PAPER WITH ILLUSTRATIONS. ________ 25 points</td>
</tr>
<tr>
<td>4. STUDENTS WERE LOUD AND UNDERSTANDABLE IN THEIR ORAL PRESENTATION. ________ 25 points</td>
</tr>
</tbody>
</table>

__________FINAL GRADE

Department of Multicultural Education School District of Palm Beach County, Florida 2005
Hispanic/Latino Astronauts

The United States Space Program began in 1959. Because of this amazing program, we have learned more about our planets, the solar system, and how the universe affects life on earth. Astronauts and scientists have worked hard to study the life of the universe. They have risked their lives in order to travel into outer space.

At the beginning of the program, there were only seven astronauts. They were all white men who came from the Armed Forces or had been in the Armed Forces. Today, astronauts consist of men and women who are representative of many different cultures in America. America is made up of men, women, and children from all over the world. NASA (National Aeronautical Space Association) chooses its astronauts from a diverse pool of applicants that look like the make-up of America. Thousands of people apply to be an astronaut. Each year approximately 100 men and women are chosen for NASA’s intense two-year program. It is a serious and demanding job that requires extreme physical and mental ability.

Hispanic/Latinos make up the largest ethnic group in the United States. Now, Hispanics are well represented in NASA. Approximately 2,000 Hispanics work for NASA. Many of these employees work in electronic, aeronautical, space engineering programs. Today, NASA has 109 astronauts and 13 are of Hispanic descent. In 1990, the first Hispanic woman, Dr. Ochoa, was selected as an astronaut. Astronauts are inventors, physicists, engineers, and space walkers. They are leaders and pioneers in our country. Their leadership and involvement in NASA’s astronaut program makes them good role models for all children.

Hispanics proudly join the NASA ranks of highly qualified astronauts. Because Hispanics make up a large part of the population of the United States, the numbers of Hispanic astronauts increase each year. It is important for Hispanics to enter the physical science fields. It is necessary to actively recruit and educate people of all cultures, especially women, for the sciences, including space science. The physical sciences are becoming as popular as the medical sciences. With more education and positive role models, the physical sciences may grow to be the most popular science field.

Each astronaut highlighted in this packet shares one thing. Education has been a key role in each of their lives. Each astronaut in this packet has studied, worked hard, achieved goals, and succeeded in his or her careers. These astronauts represent the results of working hard and getting a good education. They are so important that they are even responsible for information and knowledge that has led to discoveries and inventions. They show how science has influenced all areas of life. Overall, these astronauts show that having a good education leads to success in life.

Department of Multicultural Education School District of Palm Beach County, Florida 2005
LOOK IN YOUR TEXTBOOK AND WRITE DOWN THREE CHARACTERISTICS OF THIS PLANET:

1. 
2. 
3. 

NASA ASTRONAUT #1

Fernando (Frank) Caldeiro is a NASA astronaut. He was born on June 12, 1958, in Buenos Aires, Argentina. He is a proud father of two daughters. He received a good education in public schools in Long Island, New York. For higher education, Caldeiro went to New York State University in Farmingdale. He worked very hard in school and graduated with an Associate degree in applied science in Aerospace Technology. Next, he went to the University of Arizona and graduated with a Bachelor’s degree in mechanical engineering. Caldeiro sure did love education!

Next, he enrolled in the University of Central Florida and graduated with a Master’s degree in engineering management. In 1991, NASA hired him as a cryogenics and propulsion systems expert for the safety and mission assurance office. NASA selected Caldeiro as an astronaut candidate in 1996. He completed two years of training and evaluation. He is qualified for flight assignment as a mission specialist. He served as a lead astronaut for the European-built Shuttle Avionics Integration Laboratory. Astronaut Caldeiro has received many awards. He is especially proud of the appointment by President G.W. Bush to serve on the President’s Advisory Commission on Educational Excellence for Hispanic Americans.

LOOK IN THE PASSAGE AND WRITE DOWN THREE INTERESTING FACTS ABOUT THE ASTRONAUT:

1. 
2. 
3. 

Department of Multicultural Education
School District of Palm Beach County, Florida 2005
NASA ASTRONAUT #2

Franklin R. Chang-Díaz was born on April 4, 1950 in San José, Costa Rica. He is the proud father of four children. He graduated from the University of Connecticut in 1973, with a Bachelor’s degree in mechanical engineering. Next, he went to Massachusetts Institute of Technology (MIT) and graduated with a Doctorate degree in applied plasma physics in 1997. He became an astronaut in 1981, and has been on seven space flights. He has logged more than 1,601 hours in space. He even got to take three space walks! Today, he is the director of the Advanced Space Propulsion Laboratory at the Johnson Space Center. He has earned many awards, such as: The Liberty Medal from President Reagan, the Medal of Excellence from the Congressional Hispanic Caucus, and the Cross of the Venezuelan Air Force from the President of Venezuela. In 1995, the government of Costa Rica honored him with the title of “Honorary Citizen.” This is the highest honor Costa Rica gives to a foreign citizen. Franklin R. Chang-Díaz is the first honoree that was actually born there to receive this honor. In addition to all of his work in science and engineering, Dr. Chang-Díaz has other interests in the mental health field. He has worked as an instructor/advisor with a rehabilitation program for Hispanic drug abusers in Massachusetts.
NASA ASTRONAUT #3

Pedro Duque was born March 14, 1963, in Madrid, Spain. He is the proud father of three children. He went to college in Madrid, Spain, at the Escuela Técnica Superior de Ingenieros Aeronáuticos, Universidad Politécnica. He worked hard and graduated with a degree in Aeronautical Engineering. Then, Duque moved to the U.S. He knew he wanted to work for NASA. In 1995, Duque got to fly when he was selected by NASA as an Alternate Payload Specialist for the Space Shuttle Life and Micro Gravity Space lab (LMS) mission flown in 1996. The next year, Duque entered the Mission Specialist Class at the NASA Johnson Space Center in Houston, Texas. He was trained as a Mission Specialist. In 2001, he was assigned to the first advanced training class to prepare for one of the first European long-term flights. He loves to be in space and study life in space.
Sidney M. Gutierrez (Colonel, USAF, ret.) was born June 27, 1951, in Albuquerque, New Mexico. He is the proud father of three children. He went to college at the U.S. Air Force Academy and graduated with a Bachelor’s degree in aeronautical engineering. He decided he loved to learn and wanted more education. He attended Webster College, in Saint Louis, Missouri, and graduated with a Master’s degree in management. Finally, in 1984, NASA selected Gutierrez to become an astronaut. He has been on two space flights and has logged over 488 hours of space flight time. He was the pilot on STS-40 and was the spacecraft commander on STS-59. He retired from the U.S. Air Force and NASA in 1994. Today, he lives in Albuquerque, New Mexico, and works for Sandia National Laboratories. Gutierrez is very accomplished. He has earned many awards, such as: Hispanic Engineer of the Year, National Achievement Award, 100 Most Influential Hispanics Award, and Hispanic Achievement Award in Science.
NASA ASTRONAUT #5

Marcos C. Pontes (Major, Brazil Air Force) is an astronaut for the Brazilian Space Agency (Mission Specialist). He was born March 11, 1963, in Bauru, Sao Pauol, Brazil. He is the proud father of two children. He first went to college in Brazil at the Brazil Air Force Academy. He graduated with a degree in aeronautical technology, but he was not finished with school. He continued his education at the Instituto Tecnologico de Aeronautica, in Jose Dos Compos, Sao Paulo, Brazil, where he earned a second Bachelor’s degree in aeronautical engineering, but he still wanted to learn more! He went to the Naval Postgraduate School in Monterey, California, where he graduated with a Master’s degree in systems engineering. Pontes learned that he loves to fly. He was a test pilot, working in areas of weapons development, missile tests, and aircraft evaluation. Finally, in 1998, he was selected by NASA to attend Astronaut Candidate Training. Pontes is now assigned to the Astronaut Office Space Operations Branch. He can’t wait to be chosen for a space flight! Until then, he will serve in important technical assignments.
NASA ASTRONAUT #6

Michael E. Lopez-Alegria (Captain, USN) is a NASA astronaut. He was born on May 30, 1958, in Madrid, Spain. When he was in school, he moved with his family to Mission Viejo, California where he raised a family. He decided he loved engineering and went to college at the U.S. Naval Academy. He earned a Bachelor’s degree in systems engineering. Next, he attended the U.S. Naval Postgraduate School and graduated with a Master’s degree in aeronautical engineering. Alegria had always wanted to be a NASA astronaut and he knew he would have to learn more. He continued his education at the Kennedy School of Government at Harvard University and graduated with another Master’s degree. Alegria is a great astronaut. He has successfully completed three exhausting space flights. All in all, he has logged more than 42 days in space.

Department of Multicultural Education
School District of Palm Beach County, Florida 2005
NASA ASTRONAUT #7

Carlos I. Noriega (Lieutenant Colonel, USMC, RET.) is a NASA astronaut. He was born on October 8, 1959, in Lima, Peru. He is proud of his family of five and their Latino heritage. When he moved to the U.S., he worked hard and decided to get a good education. He went to college at the University of Southern California and earned a Bachelor’s degree in computer science. He continued his education by attending the Naval Postgraduate School and graduating with a Master’s degree in space systems operations. He loves to use the computer to help space flights. Finally, in 1994, NASA selected Noriega to be a mission specialist. He has logged over 461 hours of space-time. He is an excellent astronaut who is currently assigned to the STS-119 crew.
NASA ASTRONAUT #8

Ellen Ochoa (Ph.D.) was born on May 10, 1958, in Los Angeles, California. She is the proud mother of two sons. All of her life, she knew she wanted to learn about physics and engineering. She went to college at San Diego University and earned a degree in physics. She continued her education at Stanford University and graduated with a Master’s and a Doctorate degree in electrical engineering. Dr. Ochoa was a co-inventor on three patents relating to optical systems. She was selected by NASA in January of 1990 to be an astronaut candidate. She was the first Hispanic woman to be an astronaut. She is a veteran of four space flights. Today, she serves as the deputy director of Flight Crew Operations at the Johnson Space Center in Houston, Texas. Dr. Ochoa has earned many awards, such as: the Women in Aerospace Outstanding Achievement Award, The Hispanic Engineer Albert Baez Award for Outstanding Technical Contribution, and the Hispanic Heritage Leadership Award. Dr. Ochoa spends a good deal of time talking to young people. She hopes she motivates young people to study hard and to make education a top priority in their lives. Dr. Ochoa shows young people that science has all kinds of areas of special interest. She hopes her talks help students decide to pursue fields in science as a career choice.

Department of Multicultural Education
School District of Palm Beach County, Florida 2005
LOOK IN YOUR TEXTBOOK AND WRITE DOWN THREE CHARACTERISTICS OF THIS PLANET:

1. 
2. 
3. 

NASA ASTRONAUT #9

John D. Olivas (Ph.D.) was born in North Hollywood, California. Education and family has always been important to Olivas. He is the proud father of five children. He went to college at the University of Texas – El Paso and graduated with a degree in mechanical engineering. He continued his education at the University of Houston and graduated with a Master’s degree in mechanical engineering. Next, he went to Rice University and earned a Doctorate degree in mechanical engineering and materials science. He has earned many awards including the McDonald’s Hispanos Triunfadores Award. In 1998, NASA selected Olivas to join astronaut training. He has worked for the jet Propulsion Laboratory (JPL) as a senior research engineer. There, he developed tools to help people think about ways to put materials in space. Today, Olivas has an interesting job with robots for NASA. He is the lead for the Special Purpose Dexterous Manipulator Robot, Mobile Transporter, and the Mobile Base System.

LOOK IN THE PASSAGE AND WRITE DOWN THREE INTERESTING FACTS ABOUT THE ASTRONAUT:

1. 
2. 
3. 

Department of Multicultural Education
School District of Palm Beach County, Florida 2005
1. In what way did the U.S. Space program grow from 1959 until today?
   A. It grew by 4 more men and women.
   B. It grew by 7 more African American men and women.
   C. It grew by 13 Hispanic men and women.
   D. It grew by 13 more men and women.

2. NASA is an acronym for:
   F. Natural Antibodies Space Accepts
   G. National Aeronautical Space Association
   H. National Aerobics Sports Association
   I. National Airports Space Access

3. What is one effect of having a good national space program?
   A. learning more about our planets and solar system
   B. learning about the armed forces
   C. learning about astronauts and scientists
   D. learning that physical sciences are a popular field

4. NASA has many employees. Which of the following is a job within NASA?
   F. mental health counselor
   G. electronic engineer
   H. doctor
   I. school teacher
5. How does the reading passage explain that astronauts are positive role models?
   A. Astronauts are leaders and involved in NASA.
   B. Astronauts have to complete an intense program.
   C. Astronauts participate in many activities.
   D. Astronauts come from a diverse group of applicants.

6. What was special about Dr. Ellen Ochoa’s selection to be a NASA astronaut?
   F. She was the 14th Hispanic astronaut.
   G. She was selected in 1990.
   H. She was the first Hispanic astronaut.
   I. She was the first woman Hispanic astronaut.

7. Which one of the following is correctly expressed in the reading passage?
   A. Hispanic astronauts are different from each other.
   B. Medical sciences may be more popular than physical sciences.
   C. People of all cultures including women, should be involved in the sciences.
   D. Hispanics and women are highly represented in NASA.

8. Which statement shows that astronauts work hard to achieve their goals?
   F. Astronauts are responsible for their families.
   G. Astronauts are responsible for other people’s lives.
   H. Astronauts are responsible for information, discoveries, and inventions.
   I. Astronauts are responsible for the popularity of science.

9. What is meant by the word “intense” in the second paragraph?
   A. scary
   B. difficult
   C. easy
   D. risky
10. What is the one thing that Hispanic/Latino astronauts have in common?

   F. They are all from Mexico.
   G. They all dreamed of being an astronaut.
   H. They all believe in a good education.
   I. They all were in the U.S. Air Force.

Write about why an astronaut would be a good role model for children. Use details from the information in the reading passage to support your answer.
RAFT MODEL FOR SUMMARIZING A READING
Follow these rules to fill out this organizer after you read an article or a reading passage.

R = Role of the writer. What is the writer's role: reporter, observer, eyewitness?
A = Audience. Who will be reading this writing, the teacher, other students, a
parent, people in the community, an editor?
F = Format. What is the best way to present this writing: in a letter, an article, a
report, a poem?
T = Topic. Who or what is the subject of this writing: a famous mathematician,
an application of a procedure, a reaction to a specific event?
WHY ARE HISPANIC ASTRONAUTS GOOD ROLE MODELS?

BRAINSTORMING
THINKING MAP

HISPANIC ASTRONAUTS ARE GOOD ROLE MODELS BECAUSE
THEY ARE ____________________________________________,
___________________________________________________________, and
_____________________________________________________________.

CHARACTERISTIC #1 (Choose something like: hard working, educated, creative, good example)

CHARACTERISTIC #2

CHARACTERISTIC #3

EXAMPLES of #1: Use peoples names, reasons why, real examples

EXAMPLES of #2: Use peoples names, reasons why, real examples

EXAMPLES OF #3: Use peoples names, reasons why, real examples

CONCLUSION:

__________________________________________________________

__________________________________________________________

__________________________________________________________


Department of Multicultural Education
School District of Palm Beach County, Florida 2005
SECONDARY ACTIVITIES AND LESSONS
Activities for Secondary Students

General

• Have parents or Latino community leaders come to the classroom and speak to
  the students about their choice of careers and their culture and heritage.

• If any of the students are immigrants (whether from Latin America or any other
  part of the world), ask those students to tell the class of their experiences.

• Plan a school dance featuring Latin music and food. Optional: Charge for tickets
  and donate the proceeds to an immigrant family, a Latino charity, a disaster relief
  fund, or any other appropriate organization.

Social Studies Connections

• Hold a Socratic seminar. Divide the class into two groups. Have one group
  research and present Spain’s colonization of the Americas from the Spanish
  perspective; have the other group do the same from the perspective of the
  indigenous peoples of the Americas. Who were the leaders? What were the
  political and economic philosophies of the times? What role did religion play?
  Follow up with a general discussion of the good contributed by both cultures, and
  the mistakes made by each. Keep the discussion focused on the historical time
  and place of the events.

• Study the migration patterns of Latinos to the United States over the past100
  years. Have students consider the following questions:
    What events have sparked migration of Spanish-speaking peoples to the
    U.S.? Some events would be the U.S.-Mexican bracero program; the
    establishment of Puerto Rican commonwealth status; the 1959 Cuban
    revolution or 1980 Mariel exodus; or the 1998 hurricane devastation in
    Central America.

• Discuss political empowerment of Latinos and the importance of voting in the
  United States. Encourage students to register to vote and define issues that are
  important to them or their families. Invite Latino elected officials, both local and
  state to visit the class and speak on the political process in the United States.

• Engage students in research and discussions in order to help students
  understand current events explore multi-ethnic issues from the historical
  perspective of contributions to the United States.

  For example:
  Spain’s Role in the American Revolution
  Count Bernardo de Galvez, A Spanish Friend in the American Revolution
  The Basque
  American Theater Page
  Filipino World War II Vets
English Words Created By Spanish Culture

Across
3. This means a courtyard in Spanish.
5. The vegetable is called papa.
6. This is an animal known as yaguar.
7. Tronada is a dangerous storm.
8. This sweet treat is xocolati.

Down
1. This term means let's go, vamos.
2. This is called a tomate.
4. This is a reptile called iwana.

Name: ___________________________________________ Date: ____________________________
English Words Created By Spanish Culture

Across
4. The vegetable is called papa.
5. This is a reptile called iwana.
6. This means a courtyard in Spanish.
7. This is an animal known as yaguar.
8. This term means let's go, vamos.

Down
1. Tronada is a dangerous storm.
2. This sweet treat is xocolati.
3. This is called a tomate.

Name:__________________________________________ Date:__________________________

Created by Puzzlemaker at DiscoverySchool.com
<table>
<thead>
<tr>
<th>Word</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jaguar</td>
<td>This is an animal known as yaguar.</td>
</tr>
<tr>
<td>Iguana</td>
<td>This is a reptile called iwana.</td>
</tr>
<tr>
<td>Tomato</td>
<td>This is called a tomate.</td>
</tr>
<tr>
<td>Potato</td>
<td>The vegetable is called papa.</td>
</tr>
<tr>
<td>Chocolate</td>
<td>This sweet treat is xocolati.</td>
</tr>
<tr>
<td>Tornado</td>
<td>Tronada is a dangerous storm.</td>
</tr>
<tr>
<td>Vamoose</td>
<td>This term means let's go, vamos.</td>
</tr>
<tr>
<td>Patio</td>
<td>This means a courtyard in Spanish.</td>
</tr>
</tbody>
</table>
Across
1. * One of the styles of music that Tito Puente played
6. * "Two" in Spanish
9. Mr. Fields, and others
12. * Annual awards show which made its debut in the Year 2000: The ___ Grammy's
13. * Spanish title of respect for a man

Down
1. Fall away
2. Berne's river
3. Military Title, for short
4. * He led the revolt of South American colonies against the rule of #57D
5. Certain Cuckoo
6. Form of theological rationalism
7. Computer status
8. Earth
9. Things that grow in #8D
15. Foot Part ...flipped around?
16. Positive, without the "refutable"
17. * ___ Sound Machine (Gloria and Emilio Estefan's band which had a smash hit in 1985 with the song "Conga")
19. Part of the title of a "Rocky" sequel
20. Prefix to "system"
21. * Monetary unit in #48A
23. * Some Americans of Hispanic heritage might trace their roots to this country
26. * Santana Song: "No ___ to Depend On"
28. Alphabet letters
29. Written Work
30. * Cinco de Mayo: This holiday commemorates the victory that was achieved in battle in the city of ___ by the small army of #48A against the army of the French during the French occupation of #48A, in 1862
33. Last name of the sixth queen consort of Henry VIII of England
35. Alternative indicator
36. * Edward James ___: Actor who portrayed the father of Mexican Tejano-style singer Selena (who was portrayed by #82A) in the biographical movie "Selena" (1997)
39. * Things that were used by Frida Kahlo
43. Equal, archaically
45. * This mission in San Antonio, Texas was besieged by forces from #48A under the command of General Santa Anna during the Texan war for independence, in 1836
47. Word heard in a Shakespeare play
48. * See #21A and #30A for Related Clues
52. Three-toed sloth
53. Electric force unit
55. * Many of them are hit by baseball hero, Sammy Sosa
57. Up to now
60. Orinoco tributary
63. * ___ Lobos: Popular band that had a hit in 1987 when it covered legendary Hispanic rock star Ritchie Valens' classic "La Bamba"
64. * Where #25D and #61D were born
67. Kate or Tim
70. Intruding Insect

10. Sweet thing
11. * "West Side ___" (1961): Movie for which #25D received the 'Best Supporting Actress' Oscar
13. Shade Trees ...flipped around?
14. * Famously controversial talk show host: Geraldo ___
18. Ms. West, minus the "M"
22. Celebrated Castaway, without the "Robinson Cru"
24. Cobra
25. * There are very few performers who are as multi-talented ___ who has won Emmy, Golden Globe, Grammy, Oscar and Tony awards
27. Building extension
30. Romantic creation
31. Recommend
32. Heard in the Gardening Store ...backwards!: "?ni stnalp worg ot D8# fo epyt doog ___ sl"
34. Heard in the Hotel: "Look at all of this grandeur. This certainly is ___ hotel!"
37. * Hit album of #82A ...backwards!: "___J"
38. Nest Eggs, minus the "ings"
40. State in the U.S.A.
41. Droplet from the eye
42. * "Six" in Spanish
44. Lumberjack's tool
46. Music syllable
49. * Spanish conquistador who defeated the Aztecs and conquered #48A
51. Parcel of Land ...flipped around?
54. Paver's need
56. Compass point
57. * See #4D
58. Weight measurement
59. * Celebrated National Hispanic Heritage Month
61. * Mr. Martin who achieved international superstardom with the hit song "Livin' La Vida Loca"
62. * "Eight" in Spanish
65. Bullring cheers
66. Healing Cream, minus the "ointment"
68. Concerning
69. * "Ten" in Spanish
73. Comical Character, with Abner
<table>
<thead>
<tr>
<th><strong>Across</strong></th>
<th><strong>Down</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>71. * Nickname of #4D: ___ Libertador</td>
<td>77. Pronoun</td>
</tr>
<tr>
<td>72. * Some Americans of Hispanic heritage might trace their roots to this country</td>
<td>79. Direction</td>
</tr>
<tr>
<td>74. Atomic #28</td>
<td></td>
</tr>
<tr>
<td>75. Frost</td>
<td></td>
</tr>
<tr>
<td>76. Watch company</td>
<td></td>
</tr>
<tr>
<td>78. Habituate</td>
<td></td>
</tr>
<tr>
<td>80. Mr. Beatty</td>
<td></td>
</tr>
<tr>
<td>81. Pig's Pen</td>
<td></td>
</tr>
<tr>
<td>82. * In 2001, she made history when she had the #1 album (See #37D) and the #1 movie (&quot;The Wedding Planner&quot;) in the same week: Jennifer ___</td>
<td></td>
</tr>
</tbody>
</table>
Puzzle Solution:
ACROSS
4. Ocean east of Argentina.
7. Decorated container filled with toys and candy, and broken by Mexican children at Christmas.
10. Don't swim in the Amazon River—this fish will eat you!
11. Largest South American lake, center of Venezuela's petroleum industry.
12. Most popular sport in Latin America.
13. Second longest river in the world.
14. The Andes are the ______ chain of mountains in the world.
16. U.S. state named for a Latin American country: New ______
17. Largest Latin American country.
19. Today, most have one page per month—but the Aztecs carved theirs on a huge round stone.
21. To reach Nicaragua from Costa Rica, go in this direction.
22. Mountains of western South America.
23. Spanish and Portuguese explorers came here for treasure.

DOWN
1. Ancient empire centered in the Andes Mountains in Peru.
2. A cowboy in Argentina or Uruguay.
3. Carib Indians called their boats kantis.
5. Peruvian mammal with valuable long wooly hair.
6. Most important crop in ancient Mexico.
7. Man-made waterway which connects the Atlantic and Pacific Oceans.
8. This "big river" is part of the Mexico-U.S. border.
9. Candy made from the cacao bean.
10. Not just in Egypt—this giant structure was also built in Mexico and Central America by pre-Columbian peoples.
11. Colorful butterfly which spends summers in the U.S. and winters in Mexico.
15. Last empire to rule Mexico before the Spanish came.
18. South American mammal related to the camel, used as a beast of burden and a source of wool.
20. Largest city in Brazil, ___ de Janeiro.
FAMOUS FACTS!

Can you match the country with the information about it? (Some countries appear more than once!)

____ Argentina 1. Not one of the 50 states, but its residents are United States citizens.

____ Brazil 2. Called “Crossroads of the World” because it is the location of the canal between the Atlantic and Pacific Oceans.

____ Brazil 3. The Day of the Dead is a festival celebrated there to honor relatives who have died.

____ Chile 4. The largest island in the Caribbean contains two countries, Haiti and the ________.

____ Cuba 5. Formerly held by Portugal, Spain, and Brazil.

____ Dominican Republic 6. The Atacama Desert, one of the world’s driest places, makes up the northern one-fourth of this country.

____ Guatemala 7. Center of Inca civilization.

____ Mexico 8. Caribbean island known for sugar and cigars.

____ Mexico 9. The ancient Mayas built pyramids in parts of Central America which are now Mexico, Belize, and ________.

____ Mexico 10. Portuguese, not Spanish, is its official language.

____ Panama 11. Gauchos are the cowboys of the Pampa, a huge grassland located mostly in this country.

____ Paraguay 12. This inland nation has almost no industry, but shares (with Brazil) the world’s largest hydroelectric dam.


____ Puerto Rico 14. Its largest city, Rio de Janeiro, is known for exciting festivals, especially Carnival, where thousands of people in costume ride colorful floats and compete for prizes.

____ Uruguay 15. Its capital, which has the same name as the country, is the largest city in the world.
Trivia
Challenge students to use Internet or library resources to locate answers to the trivia questions below.

1. Why should you think of Hispanic Heritage when you see the yellow veil of mustard blossoms on the roadside?

Spanish soldiers and friars scattered the seeds…to mark a trail.

2. What event do Mexicans and Mexican-Americans celebrate on Sept. 16?

September 16 is Mexican Independence Day.

3. What are sikus, quenas, wankaras and charangos?

Andean musical instruments.

4. What three U.S. states are home to most Hispanic-owned businesses?

California, Texas and Florida

5. Who is the city of Galveston, Texas named after?

Marshall Bernardo de Galvez

6. What historic event is remembered in Puerto Rico on Sept. 23?

El Grito de Lares.

7. What historic event is celebrated on May 5th (or Cinco de mayo)?

On May 5, 1862, Mexican forces defeated the invading soldiers of Napoleon in the town of Puebla.

8. What is one of the accepted roots of the word Mariachi?

It is a variation of the French word mariage, meaning wedding or marriage; or that it comes from the name of the wood used to make the platform on which the performers danced to the music of the village musicians.

For more information, please visit the following website. http://retanet.unm.edu/
PRODUCTS OF LATIN AMERICA

BALSA WOOD   SOYBEANS  SEAHM
AETENSUNFLOWERSEEDSA
NOSENIDRASTREICLICH
AZSFLACIMEHCPSKIOFO
NPEQUINICKELOIATEDEBFIG
AEPTEHWCOPEPGPULOFSA
STAHAMANAPPLATNEMECN
LRRVLSEOATRILTOEHY
EOGOLDORARRULUTURN
ELNOTOCUBHRHOLUTOR
TEELIZATOBACCOALARMO
SUGARCANEHDOOWRICEC
IMERENNRRCHOCBFRIUITEMPIUQELACITCELEA
ENDIAMONDSHRIMPPOSEXEXER
GRAPESTITIONMOLYBDENUM

Can you find these items which are exported by Latin American countries?

APPLES  COAL  IRON  SHRIMP
AUTOMOBILES  COFFEE  MAHOGANY  SILVER
BALSA WOOD  COPPER  MEAT  SOYBEANS
BANANAS  CORN  MOLYBDENUM  STEEL
BEEF  COTTON  NATURAL GAS  SUGAR CANE
BRAZIL NUTS  DIAMONDS  NICKEL  SUNFLOWER
CACAO  ELECTRICAL  PANAMA HATS  SEEDS
CEMENT  EQUIPMENT  PAPER  TIN
CHEMICALS  FISH  PETROLEUM  TOBACCO
CHOCOLATE  FRUIT  RICE  WHEAT
CHROME  GOLD  RUBBER  WOOD
CIGARS  GRAPES  SARDINES  WOOL

Most Panama hats are made in Ecuador. But Brazil nuts really come from Brazil.
Learning about Mexico: Making and Using Salt Dough Human Puppets in the Classroom

Nelma Smith
Santa Teresa Middle School

Grades: 6-8

Subject Area: Art, Bilingual, Language Arts, ESL, History, Math, Science, Music

Rationale
In our world today the classroom teacher often takes a back seat when it comes to getting their student's attention and keeping it. Outside of the classroom, students are continually bombarded with a series of visual, auditory, and kinesthetic stimuli that take the form of interactive video and computer games. If students are allowed to use these same types of stimuli within the classroom, chances of getting and keeping their attention should increase. Designing and creating, puppets, and then producing puppet skits based on educational curriculum could help accomplish this goal. When students create their own puppet skits, they not only develop problem solving skills, but they are forced to interact one with another in order to produce a finished product. Besides developing a sense of pride in what they have created, acting out skits with the puppets seem to draw out those students who are normally quiet and non-verbal during classroom discussions.

Lesson Overview
This lesson plan is designed to show how to make hand held human puppets. It was written for an eighth grade Special Education class, but can also be used in the regular curriculum grades six to nine. This lesson plan will also contain suggestions on how you can use these puppets in the classroom. Once you have become familiar and comfortable with using puppets in the classroom, there is no end to amount of ways you will find to use them. Imagination will be your only limits. The study of Mexico was chosen to illustrate some of the varied ways that puppets can be used as teaching aids. Puppets skits can be skits that are carefully thought out, written and produced, or they can be very spontaneous, and extemporaneous depending on how you want to use them in the classroom. Skits can be very short or up to about ten minutes in length. I would not recommend that they last any longer. Students and audience tend to lose interest if puppet skits go too long. If more information needs to be given in a skit, break the skit down into two or three episodes or acts.

Puppets can be used to introduce a subject as in the He/She brain skit(see Suggestions for Using Puppets Math and Science curriculum), or they can be used to re-enforce and practice a concept. (see Suggestions for Implementing Puppets into the Language, Family life, and Literature Curriculum.) Puppets can also be used to act out stories from folklore, literature or current events. A fun way to use puppets is to act out a family celebrating a Mexican holiday. Mexican Art could be explored with a puppet displaying an art print and asking the students questions about the print. (see Suggestions for Implementing Puppets into the Music and Art Curriculum). Puppet skits don't need to be played entirely with puppets, In some cases you may want the teacher, puppets, and audience to interact with each other. This technique can be used effectively when you are discussing important issues such as drugs, gangs, or problem solving.

Goals
Students will design and create hand held salt dough human puppets, and decorate these puppets in the traditional dress of Mexico.

Students will research the history, family life, economics, politics, literature, music and
Art of Mexico.
Students will use their research material to write a skit relevant to one of the above named disciplines.
Students will supply puppet skits with necessary props, scenery, sound effects, and music that will enhance and add to the meaning of the skit.
Students will perform their finished puppet skit for the rest of their classmates.
Suggestions For Implementing Puppets Into The Study Of Mexico's Family Life, Language, And Literature
Create a dialogue between two puppets one English speaking and one Spanish speaking. (i.e.) The Spanish speaking puppet could hold up a cup, or any other object, and give the Spanish name. The English speaking puppet could try to repeat it in Spanish, then in English. The Spanish speaking puppet would try and repeat the name of the object in English etc. Puppets could nod their heads yes, or no or make additional comments about the object in their language.
Puppets could demonstrate how to give an Oral History interview.
Students could take a story from folklore or literature and make it into a skit. (i.e.) the story of La Llorona.
Students could take a Mexican Holiday and act it out with the puppets. (i.e.) Cinco de Mayo, Day of the Dead, or other Mexican holidays.
Students could read or view the movie "The Children of Sanchez", or other movies that deal with family life in Mexico, and write their own version of a poor Mexican family who won the lottery.
Suggestions For Implementing The Use Of Puppets Into The Political Science, And Economic Curriculum Of The Study Of Mexico
• Subscribe to or make available to students a newspaper or magazine from Mexico, or Have students Search these magazines for current events happening in Mexico. Students could research the lives of famous political leaders of Mexico, and write a skit about a part of their life. The story of Benito Juarez would lend itself for interesting skits.
• Puppets could be used to discuss an important current event happening in Mexico.
• Suggestions For The Use Of Puppets Into The Science And Math Curriculum Of The Study Of Mexico
• Students could research the plants and animals native to Mexico. Students could make plant puppets, or they could hold up pictures of native plants and tell important facts about them. Students could write skits about how plants would feel if their environment suddenly changed. Imagination is the only limitation when writing puppet skits.
• Students could research scientists from Mexico, and write a skit about their lives.
• Students could take articles from current science magazines, translate them into Spanish and then write skits about them. Puppet skits do not have to be long. in fact when writing skits try to keep them five minutes or less in duration, no longer than ten minutes. If skits are too long students lose interest.
• The book Children of the Earth can be acted out by the puppets.
Suggestions for Implementing Puppets into the Art and Music Curriculum of Mexico
• Students will research the music of Mexico to find music to go with the skits they
have created.

- Students will research Mexican composers and musicians and write a skit about one of them.
- Students will research Mexican artists and write a skit about them. Students could also display a picture of the artist's work and have the puppets describe the components of the picture, and tell about why and how they think it was created. A group of students could do an extemporaneous puppet skit by having a puppet hold up an art object while asking the questions listed below. The skit could be repeated using different groups of students with different objects until all students have had a chance to participate. In this type of skit there could also be interaction between puppets, teacher, and audience.

Questions to Ask
(These questions were taken from Folk Art Discovery, Museum of International Folk Art, Santa Fe, NM)

- What is this object?
- How old do you think it is? Do you think an object like this is still being made today?
- Who do you think created it and why?
- What materials do you think the artist used in making this object?
- Where did the artist obtain the materials to make this object?
- What process did the artist use in making this object?
- What can we learn about the physical environment, beliefs, traditions, values of the people from this object?
- With what in your life can you compare it?
- What can we learn about ourselves through examining this object?
- What other questions can you ask to learn more about this object?
- Students can research the folk music of New Mexico and have a puppet pretend to be singing it. Puppets can discuss the words of the folk music La Llorona, and ask each other questions as:
  - What does this story tell?
  - Why do you think it might have been written?
  - What can we learn about the people from this piece of music?
  - What in your life can you compare it to?

Suggestions For Making Puppets Seem Alive
One way to make puppets seem alive is to use over size props. (i.e.) If skit calls for puppet to handle objects such as a glass, use a full size glass not a miniaturized one. Put sound effects with your puppets when an action is being performed. These sounds should be exaggerated sounds. When the puppet is drinking from the glass make exaggerated gulping sounds. Hold puppets up straight from the elbow. Try to keep the puppets so the audience can see their faces. Put your pinkie finger and thumb into the arm of the puppet’s dress. Move your thumb and pinkie finger to make the puppet’s arms move. Put your two middle fingers into the neck and tube of the puppet’s head and move your fingers up and down to make the puppet's head twist and turn. For more information on this topic see Making Puppets Come Alive Larry Engler.
Problems To Avoid When Using Hand Puppets

- When students are given puppets, they have a tendency to act out their aggressions with the puppets. If puppets are hit too hard or too often they tend to break or chip. Small cracks can be repaired by putting salt dough into the crack and then touching up with paint. Very large breaks can not be repaired. The student would have to make a new head for their puppet.
- Students also tend to use undesirable language and gestures when using the puppets. Therefore a set of appropriate rules should be established before the puppets are used.
- Keep skits short. Many short skits are better than one long skit and will hold the interest of the audience better.
- Remember the only limitations to the ways you use puppets will be yours or your student's imaginations. Have fun making and exploring the creative roles puppets can play in the classroom.

Recipe For Making Salt Dough

In a large bowl, mix 1 cup salt with 2 cups of flour. Add 2/3 cup of water and mix until dough sticks together. Knead dough like you do bread dough until the dough becomes pliable and easy to work with. Add more water or flour as needed until dough becomes desired consistency.

How To Make Hand Held Salt Dough Human Puppets

Materials Needed
- Two inch Styrofoam ball.
- SALT dough (See Recipe for Making Salt Dough)
- Two inch tube, cut from paper roll center, such as toilet paper or plastic wrap, etc.
- Glue gun, or other fast drying glue.
- Tempera or acrylic paints and brushes.
- Can of clear spray gloss varnish.
- Material for dress.
- Material for hair such as yarn, fake fur, or an old wig that can be cut up.

Directions
1. Fasten tube to ball with glue to form the neck and head of the puppet.
2. Cover ball with a small covering of salt dough about 1/8 inch thick.
3. Add small pieces of dough to the ball to add the facial features of the eyes, nose, and mouth.
4. Allow the puppet head dry until hard. May take up to two days.
5. Paint puppet head with flesh colored paint. Let paint dry before proceeding.
   Paint facial features on puppet head. Let dry.
   Fasten hair to puppet head using glue.
7. Make a one inch grid and enlarge puppet dress pattern.
8. Cut out dress from pattern along outside of line. Sew along inside of line.
9. Attach dress to puppet with glue.
10. Finish decorating puppet dress and puppet in the costume of the country and role that it was designed to represent.

For more information, please visit the following site. http://retanet.unm.edu/
Hispanic/Latino Curriculum – Eleventh Grade Language Arts Lesson Plan
Alvar Nunez Cabeza de Vaca

Content/Theme: Spanish Explorer Journals

Grade Level: Eleventh Grade


Benchmark: Selects and uses appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.

Time: 1 Class Period

Objectives:
- Students will identify the importance of the journals of the Spanish explorers.
- Students will evaluate further historical information about the Spanish explorers.

Teacher Preparation/Materials:
- Multicultural Information/Handouts
- Internet Access

Activities:
1. Use the “Prepare to Read” strategies to prepare for reading “A Journey through Texas.” Read the background information on Cabeza de Vaca and point out his route on page 30 of the Prentice Hall - American Experiences reading series.
2. Read the essay aloud and tell students as you are reading to try to answer some of the questions about Cabeza de Vaca on the author map (included).
3. Tell students they are going to find out more information about Cabeza de Vaca by searching on the web. Students should use the Internet search tool provided in order to evaluate the historical information on the web.

ESOL Strategies: Shared Reading, Cooperative Learning

Assessment: Student Participation, Internet Activity

Resources:
www.pbs.org/weta/thewest/people/a_c/cabezadevaca.htm
www.floridahistory.com/vaca-1a.html
www.floridahistory.com/cab-text.html
Multicultural Information:

Alvar Núñez Cabeza de Vaca

Alvar Núñez Cabeza de Vaca was born into the Spanish nobility in 1490. Little of his early life is known, except that he made his career in the military. In early 1527 he left Spain as a part of a royal expedition intended to occupy the mainland of North America. It is important to remember that Spain sent several different expeditions in order to colonize the Americas. Cabeza de Vaca was just one. His journeyed accounts happen to be one of the first recorded histories of what our native lands looked like at that time.

The journey of Alvar Núñez Cabeza de Vaca remains one of the most amazing feats of exploration in the Americas. He landed near Tampa Bay in 1528 under the leadership of Pánfilo de Narváez and claimed the new territory. However, a series of adventures and disasters followed him through the whole Gulf Coast. His long struggle in North America was well described in his writings later in life. His works give us a great amount of information about the indigenous people of the region. Some of Cabeza de Vaca’s adventures are directly related to Native American populations in the State of Florida and cities and roads that we use today.
INTERNET SCAVENGER HUNT
ALVAR NUNEZ CABEZA DE VACA

Directions: Go to the following sites:
www.pbs.org/weta/lhewest/people/a_e/cabezadevaca.htm
www.floridahistory.com/vaca-1a.html
www.floridahistory.com/cab-text.html
and read the pages in order to answer the questions below:

- How many other explorers came before Cabeza de Vaca and which country sent them?
- Who were some of the key men on the trip?
- What type of risks did the expedition endure?
- Why did the Cabeza de Vaca decide to journey to Mexico?
- Explain the relationship Cabeza de Vaca had with the Native Americans?
- What do you think was the Native Americans view of Cabeza de Vaca and his exhibition?
# Hispanic Heritage Month

<table>
<thead>
<tr>
<th>Introduction</th>
<th>The youngest person to ever enlist in the Navy (at the age of 10!). One of only two women ever to have received a Tony, a Grammy, an Emmy and an Oscar. The first woman ever to be appointed as Surgeon General to the United States. One of the greatest women golfers of all times. What do these people have in common? They are all Hispanic Americans. Hispanic Americans have contributed to many areas of American life through science, art, entertainment, literature, sports and many other ways.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task</td>
<td>Your job is to choose one famous Hispanic American, find out several facts about that person, then write a brief biographical sketch about that person. These will be displayed in the hall to celebrate Hispanic Heritage Month</td>
</tr>
</tbody>
</table>
| Process | Discover History Makers
Visit the sites listed below.
Choose a famous Hispanic American and fill out the [worksheet](#) with facts about the person you chose.
If there is a picture of the person you have chosen, right click on that picture and choose Save Picture As. Save the picture where you will be able to get to it another day.
After you have gathered facts and a picture of your famous Hispanic American, you will write a short biography of your person in Word. Insert the picture that you have saved into the Word document.
Print out this document and give it to your teacher to display. |
| Evaluation | You will be evaluated on completion of your worksheet and the information you gather on the person you choose. Your final product will also be graded. Do your best! |
| Conclusion | Take time to learn about other famous Hispanic Americans that others in your class chose to learn about. Many contributions have been made to America's culture by these great people! |

Designed by Kim Overstreet
District Technology Resource Teacher
Fayette County Public Schools  This webquest uses data from the Gale group.
NOTABLE HISPANIC AMERICANS
Hispanic Heritage Month
September 15 - October 15
Famous Hispanic American

Name of the person you chose. ____________________________________________

Facts about this person.
1. ____________________________________________________________________
2. ____________________________________________________________________
3. ____________________________________________________________________
4. ____________________________________________________________________
5. ____________________________________________________________________

Why are this person’s contributions or accomplishments important?
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Resources used to gather information:
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
Actors and Actresses

Salma Hayek
Actress
Born: 9/2/1966
Birthplace: Coatzacoalcos, Mexico
She is an actress who left a blooming career in her native Mexico to conquer Hollywood, and has become perhaps the best-known Mexican-American performer since Dolores Del Rio. Hayek has had romantic roles opposite several leading men, including Antonio Banderas in Desperado (1995) and George Clooney in the otherwise disappointing From Dusk 'Til Dawn (1996). Hayek got an Oscar nomination for her portrayal of artist Frida Kahlo in Frida (2000).

Emilio Estevez
Actor, Director, Screenwriter
Born: 5/12/1962
Birthplace: New York City

Anthony Quinn
(Antonio Quiñones)
Actor
Born: 4/21/1915
Birthplace: Chihuahua, Mexico
This Irish-Mexican actor first appeared on film in 1936. After a long succession of bit parts, he won two Oscars (Viva Zapata! 1952; Lust for Life, 1956) and was nominated two additional times (Wild Is the Wind, 1957; Zorba the Greek, 1964). He also made memorable appearances in Fellini's La Strada (1954) and Lawrence of Arabia (1962). His more recent work includes playing Zeus on the TV series Hercules (1994) and roles in the films Last Action Hero (1993) and A Walk in the Clouds (1995). Quinn was married to Katherine DeMille, the adopted daughter of Cecil B. De Mille (divorced 1965). He married twice more, first to wife of 31 years, Iolanda Quinn (divorced in 1997), and then to Kathy Benvin.

Charlie Sheen
(Carlos Irwin Estevez)
Actor
Born: 9/3/1965
Birthplace: New York, New York

**Martin Sheen**  
(Ramon Estevez)  
Actor  
Born: 8/3/1940  
Birthplace: Dayton, Ohio  
One of ten children of a poor Spanish immigrant father and Irish mother, Sheen got his start on broadway, where he won a Tony Award for his role in The Subject Was Roses (1964). From there, he moved on to soaps (As the World Turns, The Edge of Night) and then on to dozens of television appearances. Though he appeared on the big screen sporadically (Catch-22 1970, Rage 1972, Badlands 1973), his first starring role came with Francis Ford Coppola’s Apocalypse Now (1979). He has since appeared in Wall Street (1987), The American President (1997), A Letter from Death Row (1998), Stranger in the Kingdom (1998). He returned to television playing the president of the United States in the series The West Wing (1999–). All of Sheen’s four children are actors, including Emilio Estevez and Charlie Sheen.

**Cameron Diaz**  
Actress, Model  
Born: 8/30/1972  
Birthplace: San Diego, California  

**Jimmy Smits**  
Actor  
Born: 7/9/1955  
Birthplace: New York City  
Astronaut/Scientist

Luis Walter Alvarez
Born: 1911
Birthplace: San Francisco, Calif.
Radio distance and direction indicator—Alvarez was awarded the Nobel Prize for Physics in 1968. He helped design a ground-controlled radar system for aircraft landings and with his son developed the meteorite theory of dinosaur extinction. (1978)
Died: 1988

Franklin Chang-Díaz
Astronaut, Scientist
Born: April 5, 1950
Birthplace: San Jose, Costa Rica
Chang-Díaz moved to the United States when he was in high school, and got a doctorate in applied plasma physics from MIT in 1977. He eventually achieved his dream of becoming an astronaut, entering space for the first time aboard Columbia in January 1986. He was the first Costa Rican astronaut, and, as of 2004, he was one of only two astronauts to have served on seven space missions, the other being Jerry Ross. Chang-Díaz is also the director of the Advanced Space Propulsion Laboratory at NASA's Johnson Space Center, where he has been developing a plasma rocket.

Mario Molina
Chemist, Nobel laureate
Born: March 19, 1943
Birthplace: Mexico City
At the University of California at Berkeley in 1973, Molina and Sherwood Rowland began researching chlorofluorocarbons (CFCs), and then widely used in refrigerators, spray cans, and cleaning solvents. They discovered that the release of CFCs could destroy the ozone layer in the stratosphere, allowing more ultraviolet light to get through to Earth and potentially increasing the rate of skin cancer. Their efforts led to CFC production being banned in most countries, and they received the 1995 Nobel Prize in Chemistry.

Carlos Noriega
Astronaut
Born: 10/8/1959
Birthplace: Lima, Peru
Astronaut Carlos Noriega had a distinguished career as a Marine Corps pilot before venturing millions of miles beyond planet Earth. A mission specialist and computer scientist, Lieutenant Colonel Noriega has visited Mir and helped to assemble the International Space Station.

Ochoa, Severo
American Biochemist and Educator
Born: 1905–93,
Birthplace: Spain
M.D. Univ. of Madrid, 1929. After teaching at the universities of Madrid, Heidelberg, and Oxford, he came to the United States in 1940. In 1954 he was appointed chairman of
the department of biochemistry at New York Univ. He became an American citizen in 1956. With Arthur Kornberg he received the 1959 Nobel Prize in Physiology or Medicine for the synthesis of ribonucleic acid (RNA), an organic compound that carries hereditary qualities in all reproduction.

Singers

**Christina Aguilera**
**Singer**
**Born:** 12/18/1980
**Birthplace:** Staten Island, N.Y.
Aguilera knew from a young age that she wanted to be a singer. She reportedly memorized all the lyrics to the songs from The Sound of Music by age 5. She appeared on Star Search when she was 9. (She didn't win.) Like Britney Spears and 'N Sync's Justin Timberlake and JC Chasez, Aguilera got her big break on The New Mickey Mouse Club. Her two-year stint as a Mouseketeer, from age 12 to 14, caught the attention of record executives who were impressed with her vocal range. By age 15 she had a deal with RCA. During negotiations, Aguilera auditioned to sing on the Mulan soundtrack for Disney. She landed the job singing “Reflection,” the lead single on the 1998 soundtrack. She released her self-titled debut album in 1999, and the single “Genie in a Bottle” climbed to No. 1 on the pop charts. She won Best New Artist honors at the 1999 Grammy Awards (held in Feb. 2000).

**Baez, Joan**
**American folk singer and political activist,**
**Born:** 1941-
**Birthplace:** New York City
Baez began singing traditional folk ballads, blues, and spirituals in Cambridge, Mass., coffeehouses in a clear soprano voice with a three-octave range. She made folk music, which had been largely ignored, popular. Baez's records were the first folk albums to become best-sellers. Her later albums include several of her own compositions, e.g., “Song for David” and “Blessed Are.” Among the first performers to urge social protest, she sang and marched for civil and student rights and peace. Since the late 1960s she has devoted time to her school for nonviolence in California and has performed at concerts supporting a variety of humanitarian causes. See her autobiography, Daybreak (1968), and her memoir, And a Voice to Sing With (1987).

**Rita Moreno**
(Rosita Dolores Alverio)
**Actress, Dancer, Singer**
**Born:** 12/11/1931
**Birthplace:** Humacao, Puerto Rico
Moreno first appeared in film at the age of fourteen, in A Medal for Benny (1945). She played in several movies (notably The King and I in 1956) until her role as Anita in West Side Story (1961) brought her fame and an Oscar as best supporting actress. Her work in television included appearances on The Muppet Show and The Rockford Files. Moreno was the first actress to bag an Oscar, an Emmy, a Grammy, and a Tony. More recently, she appeared in Blue Moon (2000) and in John Sayles’ Casa de los Babys (2003).
Jennifer Lopez  
Actress  
Born: 7/24/1970  
Birthplace: Bronx, New York  
A film and television actress best known for her portrayal of Selena, the murdered Tejano singer, in the movie Selena (1997), for which she earned a Golden Globe Best Actress nomination. Lopez started off dancing in stage musicals, and first appeared on the Hollywood scene as one of the “fly girl” dancers on In Living Color (1990). After several failed television series, she appeared in the critically acclaimed film Mi Familia (1995), and has since appeared in various other movies on the big screen. Television credits include South Central, Second Chances (1993) and Malibu Road; film credits include Jack (1996), Money Train (1997), Anaconda (1997), The Cell (2000), The Wedding Planner (2001) and Angel Eyes (2001). 2003 was not a good year, first, with the end of her marriage with Cris Judd, then the universal panning of the movie Gigli with then-fiancée Ben Affleck. She married singer Marc Anthony in June 2004.

Carlos Santana  
Musician  
Born: 7/20/1947  
Birthplace: Autlan De Navarro, Mexico  
The guitar-playing legend’s blend of blues, rock, and Afro-Cuban rhythms has kept him visible on the popular music front for more than 30 years. After moving with his family to San Francisco he became a founding member of the Santana Blues Band, later Santana. A month after appearing at Woodstock in 1969—one of the band's first gigs—Santana released its first album, Santana, which it followed with a series of gold and platinum albums during the 1970s: Abraxas, Borboletta, and Inner Secrets. Santana himself recorded many solo albums including the jazz influenced The Swing of Delight (1980), featuring Herbie Hancock and others, and the pop-oriented Havana Moon (1983) with Willie Nelson and Booker T Jones. In 1986, he wrote the score for La Bamba, the biopic of Ritchie Valens. In 1999, after a break of five years from recording, Santana released Supernatural, which sold almost ten million copies and won eight Grammy Awards.

Sports  

Roberto Alomar  
Born: Feb. 5, 1968  
Baseball Player  
member of two World Series champions with Toronto; perennial Gold Glove second baseman and All-Star; MVP of 1992 ALCS; became known well beyond baseball for spitting in the face of umpire John Hirschbeck during final weekend of 1996 season; named MVP of 1998 All-Star Game.

Nancy Lopez  
Born: Jan. 6, 1957  
Golfer  
She is a 4-time LPGA Player of the Year (1978-79,85,88); Rookie of Year (1977); 3-time winner of LPGA Championship; reached Hall of Fame by age 30 with 35 victories; 48 career wins. She was the first female Hispanic American to win a golf championship.
Alex Rodriguez  
Born: July 27, 1975  
Baseball  
led AL in hitting (.358) his first full season in the majors 1996); in 1998 became third player ever with 40 HRs and 40 steals in one season; signed a 10-year, $252m deal (the biggest in U.S. sports history) with Texas in 2000, won AL MVP in 2003 but was traded to NY Yankees in 2004.

Scott Gomez  
Born: Dec. 23, 1979  
Hockey  
Alaska native and only Hispanic NHL 1st-round draft pick (27th selection in 1998); scored 70 points in 2000 to win the Calder Trophy as NHL Rookie of the Year; won Stanley Cup with New Jersey Devils in 2000.

Alberto Salazar  
Born: Aug. 7, 1958  
Track and Field  

Sammy Sosa  
Born: Nov. 12, 1968  
Baseball  
The slugging Chicago Cub who surpassed Roger Maris’ season home run record (61), just after Mark McGuire did in 1998 and finished the year with 66; followed that up with seasons of 63, 50 and 64 HRs; 1998 NL MVP; 7-time All-Star (1995,98-2002,2004).

Oscar De La Hoya  
Born: Feb. 4, 1973  
Boxer  
1992 Olympic gold medalist (lightweight); has held world titles in 4 weight classes (lightweight, super lightweight, welterweight and jr. middleweight); was unbeaten until losing WBC Welterweight belt to Felix Trinidad in a majority decision in 1999; later moved to jr. middleweight and won WBA and WBC belts; TKO’d in 9th round by Bernard Hopkins in their undisputed middleweight title fight in September 2004.

Government Officials/Politicians

Joseph Marion Hernandez  
U.S. Congressman  
Born: 8/4/1793  
Birthplace: St. Augustine, Florida  
Joseph Marion Hernandez was the first Hispanic to serve in the U.S. Congress, as a delegate from the Spanish territory of Florida. He served in Congress just over five months, from September 1822 to March 1823. He later served the U.S. army in the war against the Florida Indians, leading the 1837 expedition that captured Chief Osceola.  
Died: 6/8/1857
Henry Cisneros
Secretary of Housing and Urban Development, Clinton Administration
Born: 6/11/1947
Birthplace: San Antonio, Texas
Henry Cisneros served as Secretary of Housing and Urban Development from 1993 to 1997, under President Clinton. After working as a professor of environmental studies and a city councilor in his native San Antonio, in 1981, Cisneros was elected mayor, becoming the first Hispanic to serve as mayor of a major U.S. city. During his four terms Cisneros was a popular leader who helped revitalize downtown San Antonio. Cisneros pleaded guilty in 1999 to a misdemeanor count of lying to the FBI. In his 1993 background check for his cabinet position, he lied about payments he made to a former mistress. President Clinton pardoned him in January 2001.

Melquiades Rafael Martinez
George W. Bush's first Secretary for Housing and Urban Development
Born: 10/23/1946
Birthplace: Sagua La Grande, Cuba
Cuban-born Martinez came to the United States in 1962, as a participant in an airlift operation in which about 14,000 Cuban children entered the country in the early 1960s. Martinez was elected chairman of Orange County, Fla., in 1998. Prior to that, he served as president of the Orlando Utilities Commission from 1994 to 1997, while maintaining a private law practice. In early 2000, he proposed placing a moratorium on new construction in cities in Orlando County where overcrowding was compromising the quality of life for residents. Builders were outraged and are fighting the proposal. Martinez resigned his post as HUD secretary in December 2003, possibly with White House urging, to seek retiring Florida Sen. Bob Graham's seat.

Antonia Coello Novello
Physician and former U.S. Surgeon General
Born: 8/23/1944
Birthplace: Fajardo, Puerto Rico
Novello served as surgeon general under President George H. W. Bush from 1990 to 1993. She focused on publicizing the dangers of smoking and teenage drinking, expanding AIDS education, and improving health care for women, minorities, and children.

Novello was born in Fajardo, Puerto Rico with a chronic colon condition that caused her severe pain until it was corrected surgically when she was 18 years old. The experience inspired her to pursue a career in medicine. She earned a BS (1965) and an MD from the University of Puerto Rico (1970). Novello and her husband, Joseph Novello, a U.S. Army flight surgeon, moved to Ann Arbor, Michigan. She interned, did her residency, and completed a fellowship at the University of Michigan Medical Center, specializing in pediatric nephrology.

The couple then headed to Washington DC, where Novello fellowed at Georgetown University Hospital from 1974 to 1975. She took a position with the National Institutes of Health in 1978, eventually becoming deputy director of the National Institute of Child Health and Human Development. She received a master's degree in public health from Johns Hopkins University in 1982.
In 1993, she left her post as surgeon general and went to work for the United Nations Children's Fund (UNICEF).

Bill Richardson  
Politician, Diplomat  
Born: 1947  
Birthplace: Pasadena, Calif.

Richardson has spent nearly his entire career as a public servant. A Democrat from New Mexico, he was elected to the U.S. House of Representatives in 1983 and served until January 1997. As a congressman he was chief deputy Democratic whip and sat on the Commerce, Intelligence, and the Resource committees. In February 1997 he became the U.S. ambassador to the UN, the first Hispanic to hold the position. Known as a skilled troubleshooter, Richardson traveled to such hot spots as North Korea, Iraq, Cuba, and Sudan, where he successfully negotiated the release of American hostages. Richardson also mediated discussions between Zaire's former president Mobutu and rebel leader Laurent Kabila, which resulted in the fairly peaceful transfer of power in the country that is now known as the Democratic Republic of Congo. He has been nominated for the Nobel Peace Prize three times.

In 1998, President Clinton appointed him secretary of energy. In that position, in which he served until 2001, he set aside more than 20,000 acres for wildlife preservation, helped to stem rising oil prices, and ushered in a program to remove from the Colorado River 10 tons of radioactive material. Richardson received a BA from Tufts in 1970 and a MA from Tuft's Fletcher School of Law and Diplomacy in 1971.
TIMELINE OF EVENTS IN HISPANIC HERITAGE

Make History Come Alive
Create a Hispanic history timeline in the cafeteria that chronicles the Hispanic American experience in America. Information on Hispanic heritage can be found on the following website from 1492 through 2003. Including pictures, artifacts, and even clothing help to make the display more special. This site is extremely comprehensive. This timeline can be found on the following website. For more information please visit http://www.gale.com/free_resources/chh/timeline/index.htm
1492
**October 12** The Spaniards land on an island called San Salvador — either present-day Watling Island or Samana Cay in the eastern Bahamas.

**October 27** Columbus and his crews land on the northeastern shore of Cuba.

1493
**November** On his second voyage, Columbus discovers the Virgin Islands and Puerto Rico.

1494
After establishing Isabela on La Española (Hispaniola), the first permanent European settlement in the New World, Columbus sets sail and encounters Jamaica.

1508
Juan Ponce de León sails in a small caravel for Puerto Rico, where he establishes friendly relations with the native chieftain, Agueibana, who presents him with gold.

1509
Ponce de León is appointed governor of Puerto Rico.

1510
Diego Velázquez de Cuéllar departs with more than 300 men to conquer Cuba, and lands at Puerto Escondido. Arawak chieftain Hatuey leads several deadly raids against the Spanish, but the Spanish defeat their resistance.

1511
Velázquez is commissioned governor of Cuba. That same year the Cuban Indians are subjected to the encomienda system, in which each Spaniard is given land and Native American slaves to work it.

1512
The Jeronymite Fathers in La Española decide to save the decimated Arawak population by gathering them into missions. Soon, missions spread like wildfire throughout the Spanish Empire.

1513
Juan Ponce de León lands on the shores of Florida, exploring most of the coastal regions and some of the interior. At the time, there were an estimated 100,000 Native Americans living there.

1514
Ponce de León is granted a patent, empowering him to colonize the island of Bimini and the island of Florida.

Diego Velázquez becomes a virtual feudal lord of Cuba, and establishes what are to become Cuba’s two largest cities, Santiago and Havana. He also directs the explorations of the Mexican Gulf.

1518
Hernán Cortés sets out from Cuba to explore the mainland of Mexico in order to confirm reports of the existence of large, native civilizations in the interior.

1519
Alonso Alvarez de Pineda claims Texas for Spain.

Hernán Cortés lands on the coast of Veracruz, Mexico.

1520
Explorer Alvarez de Pineda settles the question of Florida's geography: He proves it is not an island, but part of a vast continent.

**July 1** Under the leadership of Cuitlahuac, the Aztecs force the Spaniards out of Veracruz, just a year after the Spaniards had come into the city. The Spaniards called
this La noche triste (The Sad Night). Aztec chief Moctezuma was stoned to death by his own people during this debacle.  

1520s  
Continuing their maritime adventures, the Spanish explorers cruise along the northern shore of the Gulf of Mexico, seeing Alabama, Mississippi, and Texas, and also sailing up the Atlantic coast to the Carolinas.  

1521  
Cortés and his fellow Spaniards level the Aztec empire's city of Tenochtitlán, and begin building Mexico City on the same site.  

1524  
King Charles establishes the Council of the Indies, designed to oversee the administration of the colonies of the New World.  

1536  
In Mexico City rumors were that Cabeza de Vaca and his companions had discovered cities laden with gold and silver in the American Southwest, reviving the legend of the Seven Cities, which dated from the Moorish invasion of the Iberian Peninsula.  

1537  
Álvar Núñez Cabeza de Vaca returns to Spain and spends some three years writing La relación, an account of his wanderings in the North American continent. Published in 1542, La relación is a document of inestimable value because of the many first descriptions about the flora, fauna, and inhabitants of what was to become part of the United States.  

1539  
**May 18** From Havana, Cuba, Hernando de Soto sets sail for Florida and begins exploring the present-day U.S. Southeast  

1540  
There are an estimated 66 Pueblo villages in the area of New Mexico, growing such crops as corn, beans, squash, and cotton.  

1541  
**April 23** Coronado sets out to reach Quivira—thought to be the legendary Cities of Gold—near present-day Great Bend, Kansas.  

1542  
The New Laws are proclaimed, designed to end Spain’s feudal encomienda.  

**September 28** Juan Rodríguez de Cabrillo, a Portuguese sailor commissioned by the viceroy to sail north of Mexico’s west coast in search of treasures, enters what he describes as an excellent port—present-day San Diego, California.  

1564  
Spanish missionaries introduce grapes to California.  

1565  
Saint Augustine, Florida, the earliest settlement in North America, is founded. It remains a possession of Spain until 1819.  

1573  
The Franciscan order arrives in Florida to establish missions, which a century later would extend along the east coast of North America, from Saint Augustine, Florida, to North Carolina and westward to present-day Tallahassee.  

1580s  
Diseases have all but wiped out the Indians of Puerto Rico.
1590
Juan de Fuca navigates his ships to the northern coast of the current state of Washington.

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Portuguese sailor Juan de Oñate begins the colonization of New Mexico and introduces livestock breeding to the American Southwest.

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1610
Santa Fe, New Mexico is founded.

1680
A Pueblo Indian named Popé leads a rebellion that forces the Spaniards and Christianized Indians out of northern New Mexico southward toward El Paso, Texas. The first royal mercedes (land grants) are granted to Spaniards in the fertile valleys of Monclova, in northern Mexico, just south of the present border.

1690
The first permanent Spanish settlement in Texas, San Francisco de los Tejas, near the Nueces River, is established.

1691
Texas is made a separate Spanish province with Don Domingo de Terán as its governor. Jesuit missionary Eusebio Kino makes the first inroads into Arizona. By 1700, Kino establishes a mission at San Xavier del Bac, near present-day Tucson; he later establishes other missions in Arizona: Nuestra Señora de los Dolores, Santa Gertrudis de Saric, San José de Imuris, Nuestra Señora de los Remedios, and San Cayetano de Tumacácori.
1693
The Spanish Crown orders the abandonment of its new province, Texas, because of fear of Indian uprisings. Concerns about possible French encroachment prompt the Spaniards to reoccupy Texas in 1716 by establishing a series of missions, serving to both ward off the French and convert the natives to Catholicism. Of these missions, San Antonio, founded in 1718, is the most important and most prosperous.

1717
English and French slave trading companies secure permission to bring African slaves into Spanish lands in the Americas. The San Antonio de Béjar and de Valero churches are built where the city of San Antonio is located today.

1738
The first free black community in what became the mainland United States was established at Fort Mose in Spanish Florida.

1760
Captain Blas Maria de la Garza Falcón obtains a grant to 975,000 acres of land in Texas. In time, this ranch will become the King Ranch, the largest cattle ranch in the United States. Large-scale ranching in Texas has begun.

In the peace treaty after the Seven Years' War (1756-1763), France cedes claims to American holdings. Britain gains Canada and all of the French territories east of the Mississippi, and also receives Florida from Spain. France gives Louisiana and its lands west of the Mississippi to Spain to keep them out of British hands. Overnight, New Spain's territory expands dramatically.

1766
King Charles III expels the Jesuits from the Spanish Empire. With the Jesuits gone, the Franciscans become the primary missionaries in Spanish America.

September 17
The presidio of San Francisco is founded, becoming Spain's northernmost frontier outpost.

1769
July 3
Franciscan missionary Junípero de Serra establishes the first mission of Alta California in what would become San Diego. Serra eventually founded ten missions, traveled more than 10,000 miles, and converted close to 6,800 natives.

1770-1790
At least 50,000 African slaves are brought to Cuba to work in sugar production.

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

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

1783
Spain regains Florida.

1790s-1820s
Hispanic settlements begin to thrive in Pimería Alta (California). At one point as many as 1,000 Hispanics live in the Santa Cruz Valley.
1798
The Alien Act of 1798 grants the U.S. president the authority to expel any alien deemed dangerous. Opposed by President Thomas Jefferson, the Alien Act expires under its own terms in 1800.
The Naturalization Act of 1798 raises the number of years, from 5 to 14; an immigrant has to live in the United States before becoming eligible for citizenship.

1801
Large, sprawling haciendas with huge herds of cattle and sheep characterize the economy and society of northeast New Spain.

1803
A powerful France under Napoleon Bonaparte acquires from Spain the Louisiana Territory, which was ceded during the Seven Years' War in the previous century. Napoleon, vying for dominance in Europe and in need of quick revenue, sells the vast territory to the United States, thus expanding the borders of the infant nation to connect directly with New Spain.

1804
To the consternation of Spain, President Thomas Jefferson funds the historical expedition of Lewis and Clark. Spain is obviously worried that the exploration is a prelude to the settlement of the territory by Anglos.

1810
In Mexico, Father Miguel Hidalgo y Castilla leads a grass roots movement for independence from Spain. He and his followers set up a government and take several cities, but are defeated by the royalists in Mexico City. Hidalgo is executed, but the Spanish hold on Mexico is weakened.

September 16. With the insurrection of Father Miguel Hidalgo y Castilla, the Spaniards withdraw their troops from the frontier presidios. An insurrection breaks out in Texas, fighting against Spanish control. Royalists crush the rebellion.
Father José María Morelos y Pavón declares Mexico's independence from Spain once again. A constitution is drafted and proclaimed in 1814, but royalists again defeat the new government.
José Matías Delgado, a priest, gives the first call for Central American independence from Spain in San Salvador.

1817-1824
Simón Bolívar leads an army of revolutionaries, winning victory over the Spanish in New Granada (now Colombia) in 1819, in Venezuela in 1821, and in Quito (now in Ecuador) in 1822. Proclaiming the birth of the Republic of Gran Colombia, which included present-day Venezuela, Ecuador, and Colombia, Bolivar becomes president.
Andrew Jackson leads a U.S. military force into Florida, capturing two Spanish forts.

1820
Anglo-American frontiersman Stephen Long leads a revolt against the Spanish in Texas, but because of his ties to the United States, his rebellion threatens to open Texas to American control. Spain finally enters into deliberations with Moses Austin, a Catholic from Missouri, to settle Anglo-Catholic families in Texas.
Mexico acquires its independence from Spain, when liberals, Freemasons, and conservative Creoles (Spanish Americans) unite to support Creole Agustín de Iturbide. Iturbide and his army take Mexico City in September. Independent Mexico at this time includes settlements in California, southern Arizona, south Texas, southern Colorado,
and most of New Mexico. Soon after Mexico gains independence, Anglo-American settlers begin to move into the Mexican territories of the present-day U.S. Southwest, especially Texas.

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

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

1823
Fray Junípero de Serra's death does not stop missionary activity in California. His fellow Franciscans establish another 12 missions. The famous mission trail of California includes the missions
San Diego de Alcalá (1769)
San Carlos de Monterey (1770)
San Antonio de Padua (1771)
San Gabriel Arcángel (1771)
San Luis Obispo de Tolosa (1772)
San Francisco de Asís (1776)
San Juan Capistrano (1776)
Santa Clara de Asís (1777)
San Buenaventura (1782)
Santa Bárbara (1786)
La Purísima Concepción (1787)
Santa Cruz (1791)
San José de Guadalupe (1797)
San Juan Bautista (1797) San Miguel Arcángel (1797)
San Fernando Rey (1797)
San Luis Rey (1798)
Santa Inés (1804)
San Rafael Arcángel (1817)
San Francisco Solano (1823).
Slavery in Mexico is abolished by the new republican government that emerges after independence.

1836
Anglo-Texans resist the military rule of Antonio López de Santa Anna, dictator of Mexico. Santa Anna leads a large army north to San Antonio, Texas, and surrounds the Texans at the Alamo mission. Eventually the Mexican army kills all the resisters. Six weeks later Anglo-Texan forces defeat the Mexican forces and declare the Republic of Texas independent of Mexico.
The Texas constitution stipulates that all residents living in Texas at the time of the rebellion will acquire all the rights of citizens of the new republic, but if they had been disloyal, these rights are forfeited. Numerically superior Anglos force Mexicans off their property, and many cross the border to Mexico.
1840
To meet the wage-labor demands, 125,000 Chinese are brought to Cuba between 1840 and 1870 to work as cane cutters, build railroads in rural areas, and serve as domestics in the cities. Also, the influx of European immigrants, primarily from Spain, increases during that period. Newly arrived Spaniards become concentrated in the retail trades and operate small general stores called bodegas.

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

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

1848
The gold rush lures a flood of Anglo settlers to California, which becomes a state in 1850. Settlement in Arizona and New Mexico occurs at a slower pace, and they both become states in 1912.

1850
The Foreign Miners Tax, which levies a charge for anyone who is not a U.S. citizen, is enacted.

1851
After the United States took over California in 1846, the biggest issue for Californios (Hispanic Californians) is land ownership. These former Mexican citizens have to prove what land they owned before the takeover, especially because newly arriving Anglos want the land. Therefore Congress passes the California Land Act to help Californios prove their claims. Many Californios, however, lose their land.

1853
General Santa Anna returns to power as president of Mexico and, through the Gadsden Treaty, sells to the United States the region from Yuma (Arizona) along the Gila River to the Mesilla Valley (New Mexico).

1855
Vagrancy laws and so-called "greaser laws" prohibiting bear-baiting, bullfights, and cockfights are passed, clearly aimed at prohibiting the presence and customs of Californios. ("Greaser" was a negative term Anglos used for their Hispanic neighbors.) Anglo businessmen attempt to run Mexican teamsters (wagon-drivers) out of south Texas, violating the guarantees offered by the Treaty of Guadalupe Hidalgo.

1859
Cigar factories are built in Florida, Louisiana, and New York to make genuine Cuban cigars. Many working-class Cubans follow the industry to jobs in the United States.

1862
The Homestead Act is passed in Congress, allowing squatters in the West to settle and claim vacant lands, often those owned by Mexicans.

April 27. Spanish troops stationed in Puerto Rico mutiny, and are executed by the colonial governor.
1868
Cubans leave for Europe and the United States in sizable numbers during Cuba's first major attempt at independence from Spain.
The Fourteenth Amendment to the U.S. Constitution is adopted, declaring all people of Hispanic origin born in the United States to be U.S. citizens.
**September 17** A decree in Puerto Rico frees all children born of slaves after this date. In 1870, all slaves who are state property are freed, as are various other classes of slaves.
**September 23** El Grito de Lares, the shout for Puerto Rican independence, takes place, but disorganized insurrectionists are easily defeated by the Spanish.
**October** Cuban rebels led by Carlos Manuel de Céspedes declare independence at Yara, in the eastern portion of the island.
1870
The Spanish government frees the slaves it owns in Cuba and Puerto Rico.
1872
Puerto Rican representatives in Spain win equal civil rights for the colony.
1873
Slavery is finally abolished in Puerto Rico.
1875
The U.S. Supreme Court in Henderson v. Mayor of New York rules that power to regulate immigration is held solely by the federal government.
The Ten Years' War, a series of unsuccessful Spanish attempts to evict rebels from the eastern half of Cuba, comes to an end with the signing of the Pact of El Zajón. The document promises amnesty for the insurgents and home rule, and provides freedom for the slaves that fought on the side of the rebels.
1879
A Cuban independence movement is forcefully put down by Spanish forces.
1880s
In Cuba, slavery is abolished by Spain in a gradual program that takes eight years. The influx of new European immigrants has made Cuba more heterogeneous, leading to the social diversity that is still apparent today.
Mexican immigration to the United States is stimulated by the advent of the railroad.
1892
The Partido Revolucionario Cubano is created to organize the Cuban and Puerto Rican independence movement.
1894
The Alianza Hispano Americana is founded in Tucson, Arizona, and quickly spreads throughout the Southwest.
1895
José Martí and his Cuban Revolutionary Party (PRC) open the final battle for independence.
1896
A Revolutionary Junta is formed in New York to lead the Puerto Rican independence movement.
1897
Spain grants Cuba and Puerto Rico autonomy and home rule.
1898

**April.** The USS Maine mysteriously explodes in Havana Harbor. On April 28, President William McKinley declares war against Spain.

**May.** The U.S. military invades San Juan in pursuit of Spaniards, and is welcomed by the cheering crowds, longing for independence.


1901

Under the Platt Amendment, the United States limits Cuban independence. Cuba cannot sign treaties with other countries or borrow money unless it is agreeable to the United States. The United States also reserves the right to build a naval base on Cuba. With these limitations written into the Cuban constitution in 1901, the United States turns the government of Cuba over to the Cuban people.

1901

The Federación Libre de los Trabajadores (Workers Labor Federation) — or FLT — becomes affiliated with the American Federation of Labor, which breaks from its policy of excluding non-whites.

1902

The Reclamation Act is passed, dispossessing many Hispanic Americans of their land. Cuba declares its independence from the United States.

1910

The Mexican Revolution begins, with hundreds of thousands of people fleeing north from Mexico and settling in the Southwest.

1911

In Mexico, the long dictatorship of Porfirio Díaz comes to an end when he is forced to resign in a revolt led by Francisco Madero.

1912

Brutality against Mexican Americans in the Southwest territories is commonplace. Lynchings and murders of Mexican Americans in California and Texas result in a formal protest in 1912 by the Mexican ambassador of the mistreatment.

1917

During World War I, "temporary" Mexican farm workers, railroad laborers, and miners are permitted to enter the United States to work. The Jones Act is passed, extending U.S. citizenship to all Puerto Ricans and creating two Puerto Rican houses of legislature whose representatives are elected by the people. English is decreed the official language of Puerto Rico.

**February** Congress passes the Immigration Act of 1917, imposing a literacy requirement on all immigrants aimed at curbing the influx from southern and eastern Europe, but ultimately inhibiting immigration from Mexico.

**May** The Selective Service Act becomes law, obligating non-citizen Mexicans in the United States to register with their local draft boards, even though they are not eligible for the draft.
1921
Limits on the number of immigrants allowed to enter the United States during a single year are imposed for the first time in the country's history. As the first of two national origin quota acts designed to curtail immigration from eastern and southern Europe and Asia is passed, Mexico and Puerto Rico become major sources of workers. A depression in Mexico causes severe destitution among Mexicans.

1925
The Border Patrol is created by Congress.

1926
*July* Rioting Puerto Ricans in Harlem are attacked by non-Hispanics as the number of Puerto Ricans becomes larger in Manhattan neighborhoods. By 1930 they number 53,000.

1929
With the onset of the Great Depression, Mexican immigration to the United States virtually ceases and return migration increases sharply. The League of United Latin American Citizens is founded in Texas by frustrated Mexican Americans who find that opportunities for them in the United States are limited.

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

1930s-1940s
Many Mexican workers are displaced by the dominant southern whites and blacks of the migrant agricultural labor force.

1933
The Roosevelt Administration reverses the policy of English as the official language in Puerto Rico. Mexican farm workers in the Central Valley, California cotton industry go on strike, supported by several groups of independent Mexican union organizers and radicals. Cuban dictator Gerardo Machado is overthrown.

1934
*September* Fulgencio Batista leads a barracks revolt to overthrow Cuban provisional President Carlos Manuel de Céspedes y Quesada, becoming the dictator of the Cuban provisional government.

1938
Young Mexican and Mexican American pecan shellers strike in San Antonio.

1940
The independent union Confederación de Trabajadores Generales is formed and soon replaces the Federación Libre de los Trabajadores (FLT) as the major labor organization in Puerto Rico. Fulgencio Batista is elected president of Cuba.

1940s-1950s
Unionization among Hispanic workers increases rapidly, as Hispanic workers and union sympathizers struggle for reform.
1941
The Fair Employment Practices Act is passed, eliminating discrimination in employment. Hispanics throughout the United States enthusiastically respond to the war effort as the country enters World War II.

1943
Prompted by the labor shortage of World War II, the U.S. government makes an agreement with the Mexican government to supply temporary workers, known as braceros, for American agricultural work. The so-called "Zoot Suit" riots take place in southern California. Some elements of the California press had been portraying Mexican Americans as unwelcome foreigners. Bands of hundreds of sailors, marines, and soldiers in southern California range the Hispanic neighborhoods, looking for Mexican American young men in zoot suits. When they find them, the soldiers beat them and tear their suits off of them.

1944
Fulgencio Batista retires as president of Cuba.

1946
The first Puerto Rican governor, Jesús T. Piñero, is appointed by President Harry Truman.

1947
More than 20 airlines provide service between San Juan, Puerto Rico, and Miami, and San Juan and New York. The American G.I. Forum, a new civil rights organization, is founded by Mexican American veterans in response to a Three Rivers, Texas, funeral home's denial to bury a Mexican American soldier killed in the Pacific during World War II.

1950
July 3 The U.S. Congress upgrades Puerto Rico's political status from protectorate to commonwealth.

1950s
Throughout the early 1960s, segregation is abolished in Texas, Arizona, and other regions, largely through the efforts of the League of United Latin American Citizens (LULAC) and the Alianza Hispano Americana. Immigration from Mexico doubles from 5.9 percent to 11.9 percent and in the 1960s rises to 13.3 percent of the total number of immigrants to the United States.

1950s-1960s
Black workers continue to be the most numerous migrants along the eastern seaboard states, while Mexican and Mexican-American workers soon dominate the migrant paths between Texas and the Great Lakes, the Rocky Mountain region, and the area from California to the Pacific Northwest.

1951
The Bracero Program is formalized as the Mexican Farm Labor Supply Program and the Mexican Labor Agreement, and will bring an annual average of 350,000 Mexican workers to the United States until its end in 1964.

1952
Fulgencio Batista seizes power of Cuba again, this time as dictator, taking Cuba to new lows of repression and corruption.
1954
In the landmark case of Hernandez v. Texas, the nation's highest court acknowledges that Hispanic Americans are not being treated as "whites." The Supreme Court recognizes Hispanics as a separate class of people suffering profound discrimination, paving the way for Hispanic Americans to use legal means to attack all types of discrimination throughout the United States. It is also the first U.S. Supreme Court case to be argued and briefed by Mexican American attorneys.

1954-1958
Operation Wetback, a government effort to locate and deport undocumented workers, results in the deportation of 3.8 million persons of Mexican descent. Only a small fraction of that amount are allowed deportation hearings. Thousands of U.S. citizens of Mexican descent are also arrested and detained.

1955
In the early 1950s, Hispanic Americans had begun to buy time on local television stations for Spanish-language programs. New York, San Antonio, Corpus Christi, and Harlingen, Texas, have extensive Hispanic programming. The first Spanish-language television station in the United States is San Antonio's KCOR-TV in San Antonio.

1959
The Cuban Revolution succeeds in overthrowing the repressive regime of Batista; Fidel Castro takes power. Cuban Americans immigration to the United States increases sharply after this date. Large-scale Cuban immigration to the United States occurs much more quickly than that from either Puerto Rico or Mexico, with more than one million Cubans entering the country since 1959. Most of the two million Puerto Ricans who have trekked to the U.S. mainland in this century are World War II or postwar-era entries. Unlike the immigrant experience of Mexicans, or Cubans before 1959, the majority of Puerto Rican immigrants entered the United States with little or no red tape.

1960s
A third phase of labor migration to the United States begins when the established patterns of movement from Mexico and Puerto Rico to the United States are modified, and migration from other countries increases. The Bracero Program ends in 1964, and, after a brief decline in immigration, workers from Mexico increasingly arrive to work under the auspices of the H-2 Program of the Immigration and Nationality Act of 1952, as well as for family unification purposes, or as undocumented workers. Young Mexican Americans throughout the United States become caught up in the struggle for civil rights and seek to create a new identity for themselves. These efforts become known as the Chicano Movement. The movement sparks a renaissance in the arts among Mexican Americans. Many Chicano artists call attention to inequalities faced by Mexican Americans, developing new styles of art that eventually gain acceptance in mainstream literary and art scenes.

1961
Aspira (Aspire) is founded to promote the education of Hispanic youth by raising public and private sector funds. Aspira acquires a national following, serving Puerto Ricans wherever they live in large numbers.

April
Anti-Communist Cuban exiles who are trained and armed by the United States, attempt a foray into Cuba that is doomed from the beginning. The failure of the infamous Bay of Pigs invasion embitters thousands of exiled Cubans, while strengthening Castro's position at home. Many observers throughout the world criticize President John F. Kennedy's administration for this attempt.
1962
The United Farm Workers Organizing Committee in California, begun as an independent organization, is led by César Chávez. In 1965 it organizes its successful Delano grape strike and first national boycott. It becomes part of the AFL-CIO in 1966. Today the union is known as the United Farm workers of America. Congress enacts the first comprehensive civil rights law since the post-Civil War Reconstruction period when it passes the Civil Rights Act of 1964. One result of the act is the establishment of affirmative action programs. Title VII of the Act prohibits discrimination on the basis of gender, creed, race, or ethnic background, "to achieve equality of employment opportunities and remove barriers that have operated in the past." Discrimination is prohibited in advertising, recruitment, hiring, job classification, promotion, discharge, wages and salaries, and other terms and conditions of employment. Title VII also establishes the Equal Employment Opportunity Commission (EEOC) as a monitoring device to prevent job discrimination.

October
The United States blocks a Soviet plan to establish missile bases in Cuba. Soviet Premier Khrushchev agrees to withdraw the missiles with the proviso that the United States declare publicly that it will not invade Cuba.

1964
The Organization of American States (OAS) meets in Washington, D.C., voting to cut diplomatic and commercial relations with Cuba and to impose restrictions on travel there.
The Economic Opportunity Act (EOA) is the centerpiece of President Lyndon B. Johnson's War on Poverty. The EOA also creates the Office of Economic Opportunity (OEO) to administer a number of programs on behalf of the nation's poor. These include the Job Corps, the Community Action Program (CAP), and the Volunteers in Service to America (VISTA).

1965
The end of the bracero program forces many Mexicans to return to Mexico. They settle near the U.S. border. To provide jobs for them, the Mexican and U.S. governments begin border industrialization programs, allowing foreign corporations to build and operate assembly plants on the border. These plants, known as maquiladoras, multiply rapidly, transforming the border region. The maquiladoras attract companies because they provide cheap labor close to American markets. They employ hundreds of thousands of Mexicans in assembly work, but often in poor working conditions. The Voting Rights Act of 1965 is passed, aimed at African American enfranchisement in the South. Obstacles to registration and voting are faced by all minorities, but the act's potential as a tool for Hispanic Americans is not fully realized for nearly a decade. For the first time, the United States enacts a law placing a cap on immigration from the Western Hemisphere, becoming effective in 1968.
Fidel Castro announces that Cubans can leave the island nation if they have relatives in the United States. He stipulates, however, that Cubans already in Florida have to come and get their relatives. Nautical crafts of all types systematically leave Miami, returning laden with anxious Cubans eager to rejoin their families on the mainland. A major revision of immigration law results when Congress amends the Immigration and Nationality Act of 1952. The national origin quota system is abolished.
1966
Hundreds of Chicago Puerto Rican youths go on a rampage, breaking windows and burning down many of the businesses in their neighborhoods. Ostensibly, the riots are in response to an incident of police brutality, but the underlying causes are broader, linked to the urban blight that characterizes their life in Chicago.
A program is initiated to airlift Cubans to the United States. More than 250,000 Cubans are airlifted to the United States before the program is halted by Castro in 1973. About 10 percent of the island's population immigrates to the United States between 1966 and 1973.

1968
Chicano student organizations spring up throughout the nation, as do barrio groups such as the Brown Berets. Thousands of young Chicanos pledge their loyalty and time to such groups as the United Farm workers Organizing Committee, which, under César Chávez, has been a great inspiration for Chicanos throughout the nation. An offshoot of both the farm worker and the student movements is La Raza Unida party in Texas, an organization formed in 1968 to obtain control of community governments where Chicanos are the majority.

1969
After the establishment of the Central American Common Market in the 1960s leads to economic growth and improved conditions in the region, the border war between Honduras and El Salvador brings its collapse and a rapid decline of economic conditions in Central America.

1970
Immigration and Naturalization Service (INS) Commissioner Leonard Chapman claims that there are as many as 12 million undocumented workers in the country. Other observers most commonly place the number in the range of 3.5 million to 5 million people.
At this time 82 percent of the Hispanic population of the nation lives in nine states, with the proportion rising to 86 percent in 1990. The largest Hispanic populations are in California, Texas, and New York, and to a lesser degree Florida, Illinois, and New Jersey.
A Chicano Moratorium is announced in a protest against the Vietnam War organized in Los Angeles. More than 20,000 Chicanos and supporters draw attention to the disproportionately high number of Chicano casualties in that war. Conflicts erupt between police and demonstrators. Journalist Rubén Salazar, not involved in the struggle, is accidentally killed by police.
The struggle over affirmative action continues when opponents coin the term "reverse discrimination," suggesting that white males are victims of discrimination as a result of affirmative action on behalf of women, blacks, Hispanics, and other under-represented groups.
Brutality against Mexican Americans continues. In López v. Harlow, a case filed in an attempt to bring the violence under control, a police officer shoots and kills López, a Mexican American, allegedly in self-defense, because he thought López was about to throw a dish at him.
The amendments constituting the landmark Voting Rights Act of 1970 add a provision that is designed to guard against inventive new barriers to political participation. It requires federal approval of all changes in voting procedures in certain jurisdictions, primarily southern states. This act prevents minority votes from being diluted in gerrymandered districts or through at-large elections.
1970s-early 1980s
The rise in politically motivated violence in Central America spurs a massive increase in undocumented immigration to the United States.

1971
La Raza Unida Party wins the city elections in Crystal City, Texas.

1972
Ramona Acosta Bañuelos becomes the first Hispanic treasurer of the United States.

1973
The right of the Puerto Rican people to decide their own future as a nation is approved by the United Nations. In 1978, the United Nations recognizes Puerto Rico as a colony of the United States.

An employment discrimination case, Espinoza v. Farah Manufacturing Company, argues discrimination toward an employee, Espinoza, on the basis of his citizenship status under the Civil Rights Act. However, the Supreme Court holds that there is nothing in Title VII, the equal employment opportunities provisions of the Civil Rights Act of 1964 that makes it illegal to discriminate on the basis of citizenship or alienage.

The Labor Council of Latin American Advancement (LCLAA) forms to promote the interests of Hispanics within organized labor.

1974
Congress passes the Equal Educational Opportunity Act to create equality in public schools by making bilingual education available to Hispanic youth. According to the framers of the act, equal education means more than equal facilities and equal access to teachers. Students who have trouble with the English language must be given programs to help them learn English.

1975
The Voting Rights Act Amendments of 1975 extend the provisions of the original Voting Rights Act of 1965 and makes permanent the national ban on literacy tests. Critical for Hispanic Americans, the amendments make bilingual ballots a requirement in certain areas.

1977
The Immigration and Naturalization Service (INS) apprehends more than one million undocumented workers each year.

A group of young Cuban exiles called the Antonio Maceo Brigade travels to Cuba to participate in service work and to achieve a degree of rapprochement with the Cuban government.

1978
The median income of Hispanic families below the poverty level falls from $7,238 in 1978 to $6,557 in 1987, controlling for inflation.

1978-1988
Hispanic female participation in the work force more than doubles, from 1.7 million to 3.6 million. In 1988, 56.6 percent of Hispanic women are in the work force, compared with 66.2 percent of white women and 63.8 percent of blacks.

The proportion of Hispanic children living in poverty rises more than 45 percent. By 1989, 38 percent of Hispanic children are living in poverty.

1979
Political upheaval and civil wars in Nicaragua, El Salvador, and Guatemala contribute to large migrations of refugees to the United States.
1980s
Japanese industrialists take advantage of the maquiladoras by sending greater amounts of raw materials to Mexico where they are finished and shipped duty-free to the United States.

The rates of immigration approach the levels of the early 1900s: legal immigration during the first decade of the century reached 8.8 million, while during the 1980s, 6.3 million immigrants are granted permanent residence. The immigrants are overwhelmingly young and in search of employment, and Hispanic immigrants continue to account for more than 40 percent of the total.

Programs to apprehend undocumented immigrants are implemented, and reports of violations of civil rights are reported.

1980
Fidel Castro, reacting to negative worldwide press, announces that anyone who wants to leave Cuba should go to the Peruvian embassy there. Ten thousand Cubans descend upon the embassy grounds and receive exit visas. Cuban Americans in Florida organize a fleet of boats to pick up the Cuban exiles at Mariel Harbor. The Mariel Boatlift continues from April through September. By year end, more than 125,000 "Marielitos" migrate to the United States.

The Refugee Act of 1980 removes the ideological definition of refugee as one who flees from a Communist regime, thus allowing thousands to enter the United States as refugees.

1980-1988
The Reagan administration maintains that affirmative action programs entail quotas, constituting a form of reverse discrimination.

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

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

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

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

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

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

1990
President George Bush appoints the first woman and first Hispanic surgeon general of the United States: Antonia C. Novello.
1991
The proposed North American Free Trade Agreement between Mexico, the United States, and Canada expands even further the maquiladora concept, offering potentially greater tax abatements for U.S. businesses. Despite the U.S. Congress' refusal to consider the statehood of Puerto Rico, a referendum is held on the island, clearly showing that the population is in favor of statehood.

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

October 23 President George Bush signs the Cuban Democracy Act, also known as the Torricelli Bill, which bans trade with Cuba by U.S. subsidiary companies in third countries and prohibits ships docking in U.S. ports if they have visited Cuba. The Torricelli Bill is heavily backed by Cuban Americans, and Bush makes a point of signing it in Miami. Upon passage of the Cuban Democracy Act, the United States is condemned by the United Nations General Assembly for maintaining its 30-year embargo of Cuba; the vote is 59 to 3, with 71 countries abstaining. Even most of the United States' allies either vote to end the embargo or they abstain.

1993
President Bill Clinton names Federico Peña to the position of Secretary of Transportation; he is the first Hispanic to hold that post.
President Bill Clinton names Henry Cisneros to the cabinet position of Secretary of Housing and Urban Development (HUD); he is the first Hispanic to hold that post.
President Bill Clinton appoints Norma Cantú, the former director of the Mexican American Legal Defense and Education Fund, to the position of Assistant Secretary for Civil Rights, Department of Education. The president also appoints 25 Hispanics to positions that need confirmation by the Senate.

1994
January 1 The North American Free Trade Agreement (NAFTA) takes effect to eliminate all tariffs between trading partners Canada, Mexico, and the United States within fifteen years from this date. Regarding Mexico and the United States, on this date 53.8 percent of U.S. imports from Mexico become duty free, while 31 percent of imports from the United States, excluding those imported by maquiladoras, become duty free. NAFTA passage is opposed in the United States by labor unions, which fear the continuing loss of jobs to Mexico, and domestic industries artificially protected by tariffs, such as textiles.

January 1 In Mexico, as many as one thousand Mayan guerrillas, baptizing them the Zapatista National Liberation Army, take over the important southern city of San Cristobal de las Casas, as well as the towns of Ocosingo, Las Margaritas, and others. This leads to bloody confrontations with and repression by the Mexican Army until a cease-fire is accepted by both sides on January 12, with an agreement to dialogue on the problems of the Mayas in Chiapas. The Mayas of southern Mexico have suffered poverty and dispossession of their communal lands for years. After a cease-fire is established, the government and Mayan rebels sign a tentative 32-point accord on March 2 In the months following the cease-fire, Mayan farmers seize some 75,000 acres of ranch lands, claiming that the lands had been stolen from them as far back as 1819 Thus, the issue of land remains on the table in the continuing negotiations with the Mayas.

November 8 Californians pass Proposition 187 with 59 percent of the vote. The initiative bans undocumented immigrants from receiving public education and public
benefits such as welfare and subsidized health care, except in emergency circumstances; makes it a felony to manufacture, distribute, sell, or use false citizenship or residence documents; and requires teachers, doctors, and other city, county, and state officials to report suspected and apparent illegal aliens to the California attorney general and the Immigration and Naturalization Service (INS). Governor Pete Wilson issues an executive order for state officials to begin following the initiative by cutting off government services to undocumented pregnant women and nursing home patients. On November 9, 1994, eight lawsuits are filed in state and federal courts protesting the measure.

**November 16.** In Los Angeles, California, Federal District Court Judge William Matthew Byrne, Jr., temporarily blocks the enforcement of Proposition 187, stating that it raises serious constitutional questions. Judge Byrne exempts the provisions that increase penalties for manufacturing or using false immigration documents.

1995

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

Federal Judge Mariana Pfaelzer rules that Proposition 187 is unconstitutional.

**February 21.** President Bill Clinton is successful in arranging for an international loan-guarantee package of $53 billion, with $20 million from the United States, to prop up the devalued peso and restore confidence in the Mexican economy, which is in a state of crisis.

1996

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

1998

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

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

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

1999

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

The Clinton administration okays expanded American travel to Cuba, approving direct charter flights from Los Angeles and New York. Tourists are still not allowed to travel to Cuba, but humanitarian-aid workers (including family members), athletes, scholars,
teachers, researchers, journalists, and government officials make up the estimated 140,000 passengers from the United States to Cuba in 1999.

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

**2000**

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

California makes [César Chávez](https://en.wikipedia.org/wiki/Cesar_Chavez) Day a full, paid holiday for state employees. Texas currently has the holiday on a "volunteer" status and Arizona is working on adding the holiday in the upcoming elections.

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

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

**2002**

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

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

**2003**

Hispanics are pronounced the nation's largest minority group — surpassing blacks — after new Census figures are released showing the U.S. Hispanic population at 37.1 million as of July 2001.
Cuban-born Nilo Cruz becomes the first Hispanic playwright to win the Pulitzer for drama for his play Anna in the Tropics, about Cuban Americans working in an Ybor City cigar factory in 1929 Tampa.

For more information regarding Hispanic American History please visit the following website http://www.gale.com/free_resources/chh/timeline/1971.htm
HISPANIC CONTRIBUTION TO WARS

War of 1812
A battalion of Hispanics from the Canary Islands and New Orleans were among General Andrew Jackson’s troops who defeated the British at the Battle of New Orleans.

Mexican-American War -
Captain Juan Sequin and other Hispanic Texans fought at the Alamo against General Santa Anna's soldiers.

Civil War
In addition to David Farragut, about 10,000 other Hispanics fought in this war, on both sides of the conflict. Among them was Cuban-born Loretta Janet Velasquez, who fought for the Confederacy disguised as a man. Before she was discovered and discharged from the Army, she fought in several battles, including the Battle of Bull Run. Afterwards, she became an effective spy for the South.

On the Union side was Cuban-born Federico Fernandez Cavada, who fought in the Battles of Antietam, Fredericksburg and Gettysburg and was sent to Libby Prison in Richmond, Virginia. Later, he wrote a book about his experiences, participated in Cuba’s 10-Year War and attained the rank of general.

The highest ranking Hispanic in the Union Army was General George Meade, who was born and raised in Cadiz, Spain. He won the battle of Gettysburg in 1863.

World War II
Over 400,000 Hispanics served in the U.S. armed forces during this war. Twelve were awarded the Congressional Medal of Honor. In August 1995, Secretary of Defense William Perry participated in a ceremony to honor these people, whose acts of heroism under fire were awe inspiring.

Korean War
Thousands of Hispanics served here. The 65th Infantry Regiment, made up of Puerto Ricans, took part in nine major campaigns. Nine Hispanics were awarded the Congressional Medal of Honor. There was also Colonel Manuel Fernandez of Florida, who became an ACE for shooting down many MIG fighter planes.

Vietnam War
Thousands of Hispanics were involved here, too. Among them was Everett Alvarez, a decorated pilot, who spent eight and a half years as a prisoner of war, the longest confirmed POW of this conflict.

Hispanic representation in the fighting forces in Southeast Asia was double what it was in the civilian population at home. Several earned the Congressional Medal of Honor.

Gulf War
About 25,000 Hispanics served in the U.S. military during this war in 1991.
HOLIDAYS

The following information about holidays is provided by the Thompson & Gale Group as part of their free resources for educators in recognition of Hispanic American Heritage Month.

CINCO DE MAYO
(May 5)
In the United States, Cinco de Mayo is frequently confused with Mexican Independence Day, which occurred 50 years earlier, in the fight for independence from Spain. Cinco de Mayo commemorates a Mexican army victory in the "Batalla de Puebla" against the French in 1862, during the French occupation of Mexico.

After the Mexican-American War ended in 1848, a devastated Mexico found itself owing other countries vast sums of money. In 1861, Mexican president Benito Juarez announced that Mexico would not pay its debts to other nations for two years. England, Spain and France then invaded the country to get payment. The Spanish and English eventually left, but Napoleon III of France left his troops in Mexico in order create a French empire in the beleaguered country. In preparing to take over the country, the powerful French army advanced from Vera Cruz toward Mexico City, assuming that the Mexicans would give up without a fight. But on May 5, 1862, in the fortified city of Puebla, a poorly equipped army of 5,000 Mexicans defeated the overconfident French troops. Although this did not end the French occupation, the victory came to symbolize the Mexican people's determination to remain free from foreign control.

Cinco de Mayo is celebrated across the United States with parades, music, Mexican food, arts and crafts, and traditional and modern dancing. Many cities and towns have annual festivals to commemorate the day, which focus more on Mexican culture and pride in heritage than on the battle against the French.

MEXICAN INDEPENDENCE DAY
(September 16)
Every year, September 16 is celebrated in commemoration of Mexico's first proclamation of independence from Spain in 1810. In that year, Miguel Hidalgo y Costilla, a pastor in the town of Dolores, in the state of Guanajuato, prepared the people in his area for rebellion against Spanish rule. On September 16, Hidalgo and his colleagues proclaimed the rebellion in their famous "el Grito de Dolores," (the cry of Dolores). With this insurrection, the Spanish withdrew their forces from the frontier presidios. It was not until 1821, however, that Mexico acquired its independence from Spain.

QUINCEANERA
(Fifteenth birthday, female)
For hundreds of years young women in Latin America from Mexico to Argentina have celebrated their quinceañera — their 15th birthday — in grand tradition, beginning with a Catholic Mass and continuing on to a large and extravagant celebration. In some parts of the United States the tradition thrives, particularly among second- and third-generation Hispanic girls. Quinceañera parties are generally very lavish, with mariachi bands, a feast, and many guests celebrating the 15-year-old's transition into womanhood.
**DAY OF THE DEAD (DIA DE LOS MUERTOS)**

_November 1 & 2_

History: This ancient holiday began, as many ancient holidays began, as a day of thanks for the harvest. Over time, it became a time put aside to remember our ancestors and people we love who have died.

On the first day, relatives put flowers on graveyards or in vases with cards. Then they create an alter somewhere in the house. The altars that are built as part of the celebration are not places of worship. They serve the same purpose as a scrapbook or a photo album. At the altar, they display pictures of the departed, along with favorite loved objects and other mementoes. Then, they spend the rest of day making food that the dead person or persons loved.

On the second day, families have big celebrations at their homes. They serve the food they made the day before. They eat candies shaped like skeletons. Friends stop by and people dance and sing. This is a very happy holiday.

On the third day, the holiday expands to the town. There may be parades and floats and costumed characters. Coffins are carried that have people in them dressed in skeleton outfits.

Many superstitions have been added over the years, but for the most part, surprisingly, this ancient holiday is as it always was - a time of remembrance and love. So, don't be afraid of the Day of the Dead. This is a happy holiday.
HISPANIC HERITAGE EVENTS
HISPANIC HERITAGE EVENTS

In recognition of Hispanic Heritage Month, the Office of Equity and Assurance is proud to offer the following calendar of events. It features many events that will take place during the month including lectures, art exhibits, plays, dance, poetry readings, book signings, and family programs. If you are interested in the Hispanic culture, enjoy some of the celebrations happening during September and October to celebrate music, dance and art of Hispanic Heritage.

39TH ANNUAL FELLS POINT FUN FESTIVAL "LA PLAZA HISPANA", Oct. 1-2, in the 500 Block of South Broadway, Fells Point. 11 a.m. - 7 p.m. Continuous entertainment throughout the weekend featuring salsa, merengue music, Afro Cuban drumming, and dance performances. Vendors will sell Hispanic cuisine from the Americas and the Caribbean, as well as arts and crafts. Family activities include face painting, Salsa dance lessons and Latin dance contest. Call (410)783-5404 visit www.eblo.org for more information.

NATIONAL AQUARIUM IN BALTIMORE HISPANIC HERITAGE NIGHT, September 9th from 5 to 10 p.m. Guests will enjoy a special admission price of $5! Guests may groove to the sounds of Latin music offered by Grupo Latino Continental. Blending Cuban and American rhythms, this ensemble will perform during various segments of the evening. The Aquarium will also feature the enchanting Mariachi Las Estrellas, a strolling mariachi band which will be entertaining throughout the building. Other activities include authentic Latino games like aquatic loteria, face painting, and a special night time dive presentation at the Wings in the Water exhibit.

LA FIESTITA - FUN FIESTA, Sept 15. 3-4 p.m. Experience the rhythms and melodies of Latin American music. FREE; All ages welcome. Deerfield Run Community Center,13000 Laurel-Bowie Road, Laurel. Call (301) 953 - 7882 for more information.

LATIN AMERICAN MUSIC AND FUN DAY, Tuesday, September 20, 3:30 p.m. Fun music and songs from Latin America by a Latin band will be performed. The cost is $3.00 for residents and $4.00 for non-residents. All ages welcome. Beltsville Community Center, 3900 Sellman Road, Beltsville. Call for more information (301) 937- 6613.

HISPANIC FESTIVAL, Sept. 18, 12 noon -6 p.m. Bring the family and meet your friends to celebrate the rich cultural heritage of Prince Georges County’s Hispanic communities. Enjoy ethnic food and music, carnival games, children’s rides, crafts, and more! FREE; Nominal fee for food vendors. Kane Manor Park, 7601 West Park Drive, Adelphi. For more information call all (301) 445-4500 or (301) 249-7208.

ENOCHE PRATT FREE LIBRARY CELEBRATES HISPANIC HISTORY MONTH
Throughout Hispanic Heritage month, the Enoch Pratt Free Library of Baltimore City hosts different events celebrating Hispanic heritage and culture at its various branches located throughout the city. The library will host two musical performances by Cantare’ called "Fiesta! A Celebration of Life in Latin America". They are scheduled for October 6, the first at 10:00 a.m. at the Central Library and the second at 1:00 p.m. at the Brooklyn Branch. There will also be a film screening and conversation with Director, Dr. Marta Morena Vega on Sunday, Oct. 23 at 2:00 p.m. at the Central
Library. For more information, please contact the Information Services Department at (410) 396 - 5430.

BALTIMORE COUNTY PUBLIC LIBRARY PRESENTS CANTARE – FIESTA!
The upbeat rhythms of Latin America featured in “Cantare – Fiesta!” get September off to a lively start for Hispanic America Month. Join the celebration of life south of the border with the rich and colorful tradition of music from Puerto Rico, Argentina, El Salvador, Peru, Brazil and more! Bring the whole family to Catonsville, Rosedale, Pikesville or White Marsh. Cantare is a musical celebration of life in Latin America! All children under 6 must attend with an adult. It will be held at the following locations on the dates and times listed below.
Rosedale Public Library- September 12 Wed 7:00 p.m.
Catonsville Public Library- September 6 Tue 7:00 p.m.
Pikesville Public Library- September 28 Wed 7:00 p.m.
White Marsh Public Library- September 22 Thu 7:00 p.m.

THE SMITHSONIAN INSTITUTION CELEBRATES HISPANIC HERITAGE MONTH WITH SPECIAL PROGRAMS, LECTURES, AND FILMS.
For a 24-hour recording about these programs, call (202) 357- 4320 beginning September 15. For information on programs sponsored by The Smithsonian Associates, call (202) 357- 3030 (voice) or (202) 633-9467 (TTY), Monday through Friday, 9 a.m. to 5 p.m. For general Smithsonian information, call (202) 357-2700 (voice) or (202) 357-1729 (TTY), Monday through Friday, 9 a.m. to 5 p.m., or Saturday and Sunday, 10 a.m. to 4 p.m. Requests for sign language, oral or cued speech interpreters require at least two weeks notice before the event. Programs are free, unless otherwise indicated, and are subject to change.
WEBSITE RESOURCES
WEBSITE RESOURCES

For Background History and Research Links -

White House Initiative on Educational Excellence for Hispanic Americans
http://www.yesican.gov/

Presidential Advisory Commission Calls for Action on Hispanic American Education

Celebrating Hispanic Heritage Information

Hispanic Contributions to the United States
http://members.aol.com/pjchacon/aims/contributions.html

Hispanic Threads in America
http://www.ma.iup.edu/Pueblo/latino_cultures/contri.html

American Women’s History: A Research Guide Hispanic American Women
http://www.mtsu.edu/~kmiddlet/history/women/wh-hispanic.html

Montgomery County Public Library Hispanic Heritage Month Website Resources
http://www.montgomerycountymd.gov/libtmpl.asp?url=/content/libraries/weblinks/hhweblinks.asp#overview

Hispanic Heritage Month Web Resources
http://www.jhuapl.edu/HispanicHeritage/resources.html

For Lessons and Activities -

A Resource for Community and Classroom Use- Classroom Uses of Mini-Articles
http://www.somosprimos.com/heritage.htm#CLASSROOM

Great Sites for Teaching about Hispanic Heritage Month
http://www.educationworld.com/a_sites/sites052.shtml

Lesson Planning Article and Resources
http://www.educationworld.com/a_lesson/lesson/lesson023.shtml

Seasonal and Holiday Activities
http://www.busyteacherscafe.com/teacherlinks/seasonal_links.htm#hispanic

Family Education Network Hispanic Heritage Month Resources
http://www.teachervision.fen.com/page/6629.html
InfoPlease Hispanic Heritage Month Crossword Puzzle
http://print.infoplease.com/xwords/hispanic.html

Thomson Gale Events Hispanic History Timeline

Events Around Town

To learn more about places to visit and events in Maryland, please take a look at the following sites.

http://www.kidsstreetonline.com/Hispanic-Heritage.htm
http://www.epfl.net/events/hispanic_herit
http://www.jhuapl.edu/HispanicHeritage/calendar.html
http://www.montgomerycountymd.gov/libtmpl.asp?url=/content/libraries/weblinks/hhweblinks.asp
Acknowledgments

The Baltimore County Public Schools Office of Equity and Assurance gratefully acknowledges the cooperation and contributions of several Websites referenced throughout this document in the production of this publication. The activities included herein are either reproduced with permission or in the public domain.

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Hispanic Heritage Month Resource Packet

Table of Contents

Acknowledgments                                 i
Introduction                                     2
Elementary & Middle School Activities and Lessons   3
High School Activities and Lessons                 40
Schedule of Events & Activities for 2007           72
Website Resources                                 76
Hispanic Heritage Month

Introduction

The materials included in this document are distributed in recognition of Hispanic Heritage Month and are intended for use by schools and teachers. Hispanic Heritage Month occurs from September 15 to October 15. The learning activities address elementary through secondary grades.

On September 17, 1968, the U.S. Government passed a public law to recognize the accomplishments of Hispanic American citizens and created Public Law 90-498 “National Hispanic Heritage Week,” which was celebrated during the week of September 15. This law was later expanded and amended on September 15, 1998, and proclaimed as “National Hispanic Heritage Month.” Each year since then, Hispanic Heritage Month is celebrated across the United States from September 15 through October 15. This month is celebrated to honor the cultural diversity and unique contributions of the Hispanic community in the United States, which includes people from at least 20 different Spanish-speaking countries.

Celebrating this month and making all students aware of its importance is essential because it enables our society to become aware of and respect what Hispanics have accomplished and contributed to society. Also, we hope that this will instill in the present generation of Hispanic American students a renewed spirit of confidence in their heritage.

The Office of Equity and Assurance has prepared this packet to assist faculties throughout the school system. The publication consists of two parts. The first part contains activities and resources for elementary students. The second part includes information related to secondary schools. The suggested activities and lesson plans within the packet may be adapted or modified to meet the needs of students.
Elementary & Middle School Activities and Lessons
The Colors/Los Colores: Matching Quiz
Match the words to the colors.

<table>
<thead>
<tr>
<th>Color</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>orange</td>
<td>azul</td>
</tr>
<tr>
<td>yellow</td>
<td>anaranjado</td>
</tr>
<tr>
<td>blue</td>
<td>rojo</td>
</tr>
<tr>
<td>red</td>
<td>verde</td>
</tr>
<tr>
<td>green</td>
<td>amarillo</td>
</tr>
<tr>
<td>black</td>
<td>negro</td>
</tr>
<tr>
<td>brown</td>
<td>morado</td>
</tr>
<tr>
<td>pink</td>
<td>rosa</td>
</tr>
<tr>
<td>purple</td>
<td>blanco</td>
</tr>
<tr>
<td>white</td>
<td>marrón</td>
</tr>
<tr>
<td>gray</td>
<td>gris</td>
</tr>
</tbody>
</table>
Answers

- orange
- yellow
- blue
- red
- green
- black
- brown
- pink
- purple
- white
- gray
- azul
- anaranjado
- rojo
- verde
- amarillo
- negro
- morado
- rosa
- blanco
- marrón
- gris
Colors Matching Quiz

1. ____Orange  a. Morado
2. ____Yellow  b. Azul
3. ____Blue  c. Rojo
4. ____Red  d. Negro
5. ____Green  e. Anaranjado
6. ____Black  f. Amarillo
7. ____Brown  g. Gris
8. ____Pink  h. Verde
9. ____Purple  i. Blanco
10. ____White  j. Marrón
11. ____Grey  k. Rosa
Color Matching Quiz Answers

1. Orange- e. Anaranjado
2. Yellow- f. Amarillo
3. Blue- b. Azul
4. Red- c. Rojo
5. Green- h. Verde
8. Pink- k. Rosa
10. White- i. Blanco
11. Grey- g. Gris
Dance Capes

Every September in Sapallanga, Peru, there is a dance festival. The dances are of Indian, Spanish, and African origin, and are performed by 12 to 24 men. The dancers are called Garibaldis, after the nineteenth century Italian expatriate who aided Peru’s independence from Spain. Each Garibaldi carries an anchor and a bell and wears a dance cape. They are accompanied by drums and a brass band.

The dance capes themselves are small, not larger than 3 x 3 feet. They have collars and flare out toward the bottom hem, but each has a slightly different shape. They are heavily embroidered with images of historic events from Peru’s past.

How to make a Dance Cape

Materials

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>scrap paper</td>
<td>1</td>
</tr>
<tr>
<td>scissors</td>
<td>1</td>
</tr>
<tr>
<td>fabric scraps</td>
<td>1</td>
</tr>
<tr>
<td>pencils</td>
<td>1</td>
</tr>
<tr>
<td>fabric glue or white glue</td>
<td>1</td>
</tr>
<tr>
<td>buttons and sequins</td>
<td>1</td>
</tr>
<tr>
<td>fabric piece at least 24 x 36 inches for each student</td>
<td>1</td>
</tr>
</tbody>
</table>

Directions

1. Sketch ideas for special events to celebrate on scrap paper. You can draw pictures of things that really happened, or show imaginary events.

2. Spread out the fabric and imagine how your drawing will cover it.

3. Draw the important shapes from your sketch onto fabric scraps and cut them out.


5. Glue buttons and sequins to the cape designs. Let dry.

6. To wear the cape, simply tie the top 2 corners around your neck.

Follow-up

Have students share their capes by wearing them in front of the class and taking turns describing the scene on the back.

Have a parade in which your students wear their dance capes.

For the Beans
Subject: Science, Social Sciences
Grade: K-2, 3-5

Brief Description
Students grow vegetables, such as corn, beans, squash, and chilies, often used in recipes in Hispanic cultures.

Objectives
Students study the growth of vegetables often used in recipes in Hispanic cultures. Students follow directions.

Keywords
vegetables, beans, corn, squash, chilies, recipes, Hispanic, culture, geography

Materials Needed
- a world map or globe
- cups or small pots
- soil
- dried beans (for example, pinto, kidney)
- corn, squash, or chili seeds
- water
- paper and pencils

Lesson Plan
- Show students the locations of Latin American countries on a world map or globe. Explain to students that corn, beans, chilies, and squash are vegetables often grown and eaten in those areas.
- Divide the class into four groups. Distribute the cups or pots and soil. Give each group one kind of seed or bean.
- Tell groups to put the soil and seeds in their cups or pots. Add water.
- Have each group record the daily growth of the plants.
  Variation 1: Have students grow different varieties of each plant; for example, have groups grow different kinds of beans (for example, kidney and pinto beans).
  Variation 2: If your school has space for a garden, plant the seeds and beans outdoors.
  Extension: Have elementary students research the history of the vegetables they are growing.

Assessment
Evaluate students' participation and ability to follow directions.
Subject: Arts & Humanities
Grade: K-2, 3-5

Brief Description
Students create a picture dictionary of common English phrases translated into Spanish.

Objectives
Students learn Spanish words for common English phrases. Students draw pictures illustrating common phrases.

Keywords
Spanish, phrase, picture, dictionary, English, translate, language, foreign language

Materials Needed
- teacher-selected phrases from an English-Spanish dictionary, a library source, or a web tool such as
  --- WorldLingo Online Translator or
  --- WordReference.com
- index cards (any size)
- construction paper
- markers or crayons

Lesson Plan
1. Prior to the lesson, write common English phrases (for example, “Good morning,” “Thank you”) on index cards. Write the Spanish translations under each phrase.
2. Write one or two of the phrases from the cards on the chalkboard. Have students say each phrase in English and Spanish.
3. Divide the class into pairs. Distribute one index card with a phrase to each pair of students. Read the phrase to the pair of students.
4. Tell students in each pair that they are to draw a picture to illustrate the phrase. Hand out drawing materials, and encourage students to work together to brainstorm ideas.
5. After primary students have completed the illustrations, write the English phrase and Spanish translation on each illustration. For elementary students, have students in each pair copy the English and Spanish phrases on their illustration.
6. Compile the illustrations. Have students design a cover illustration for their dictionary.

Assessment
Evaluate students’ illustrations and abilities to work together in small groups.
Toma Todo from Mexico

Children and grown-ups in Mexico often play Toma Todo. They use a six-sided top called a Pirinola or Topa. Probably the word Topa comes from the English word "top." Two or more people play the game. In this game, winning depends on luck, not on how well the people play. Will you be lucky?

Write the Spanish words you see in the diagram. They mean:

<table>
<thead>
<tr>
<th>Side</th>
<th>Spanish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Toma Uno</td>
<td>Take One</td>
</tr>
<tr>
<td>2</td>
<td>Toma Dos</td>
<td>Take Two</td>
</tr>
<tr>
<td>3</td>
<td>Toma Todo</td>
<td>Take All</td>
</tr>
<tr>
<td>4</td>
<td>Pon Uno</td>
<td>Put One</td>
</tr>
<tr>
<td>5</td>
<td>Pon Dos</td>
<td>Put Two</td>
</tr>
<tr>
<td>6</td>
<td>Todos Ponen</td>
<td>All Put</td>
</tr>
</tbody>
</table>

To Start: Each person should have ten chips or counters. Each player puts two chips in the center, called the "pot."

To Play: Take turns spinning the Pirinola once each. When it comes to rest, read aloud the instructions on the highest part of the top. The player may be told to take one or two or all the chips from the pot. Or the player may have to put one or two chips into the pot. "Todos Ponen" means that every player places two chips into the pot. When only one or two chips remain in the pot, every player places two chips into the pot.

To Finish: Decide before you start how many rounds you will play. A player who does not have enough chips to play drops out of the game. The winner is the person with the most chips at the end of the game.
Months of the Year

Directions: Write the month of the year in Spanish.

(Months of the Year)

1. (January)  7. (July)
2. (February)  8. (August)
3. (March)    9. (September)
4. (April)    10. (October)
5. (May)      11. (November)
6. (June)     12. (December)
Answers

(Months of the Year) Meses del Año

1. (January) enero

2. (February) febrero

3. (March) marzo

4. (April) abril

5. (May) mayo

6. (June) junio

7. (July) julio

8. (August) agosto

9. (September) septiembre

10. (October) octubre

11. (November) noviembre

12. (December) diciembre

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Create a Folktale

Subject: Language Arts
Grade: 3-5, 6-8

Brief Description
After reading and listening to folktales from various Hispanic cultures, students write a new folktale.

Objectives

Students

- define the word *folktale*,
- demonstrate creative thinking and writing skills to create a folktale,
- work together in cooperative groups.

Keywords

folktale, Hispanic, culture

Materials Needed

teacher-selected library sources of folktales from Hispanic cultures, printouts from the Web site noted in the Lesson Plan, paper, pens or pencils

Lesson Plan

- Discuss the meaning of the word *folktale*.
- Bring in examples of folktales from Hispanic cultures. One site to start with is Magic Tales of Mexico. Read a few examples to students and discuss the stories.
- Divide the class into small groups. Make printouts from Rabbit Stories. Distribute one story to each group.
- Invite students to read the story aloud to one another. Then challenge students to work together to create a new short folktale, using the examples they heard and read as models.
- Have students read their completed folktales to the class.
  **Extension:** Have students act out their folktales.

Assessment

Evaluate students' folktales and presentations.
Spanish in English

Subject: Language Arts
Grade: 3-5, 6-8

Brief Description
Students create a glossary of Spanish words that are used in the English language.

Objectives
Students learn about the influence of Spanish words on the English language.

Keywords
Spanish, English, glossary, language

Materials Needed
- printouts from the Web sites listed in the Lesson Plan
- dictionaries
- paper and pens
- construction paper
- markers or crayons

Lesson Plan
- Prior to lesson, print out pages from some of the following sources:
  --- Loan-Words and Where They Come From
  --- English Borrows from Spanish
  --- List of English Words of Spanish Origin
  Write the words from these sources on the board.
- Call on students to read the words on the board. Explain that the words they see are Spanish words that are used in the English language. Tell students that they are going to create a glossary using the words on the board and other words.
- Assign each student a word. Tell each student to write the definition of the word from a dictionary.
- Assign each student a letter of the alphabet. Tell students to use the dictionary to find another English word that has a Spanish origin beginning with the assigned letter.
- When everyone has finished, ask a student to compile the completed definitions in ABC order. Ask students to brainstorm a design for the cover the glossary. Have one or more students use construction paper and drawing materials to create the cover illustration.

Assessment
Evaluate students' definitions and words.
Famous Hispanics Hall of Fame

Subject: Arts & Humanities, Ed. Technology
Grade: 3-5, 6-8

Brief Description
Students write biographies of famous Hispanics. This is a web-based research activity. You may use the fee-based database to research.

Objectives
Students demonstrate abilities to use various sources to research information. Students demonstrate abilities to write short biographies.

Keywords
Hispanic, fame, wall, history, biography, Internet

Materials Needed
Computers with Internet access or library sources, paper, pens, markers or crayons.

Lesson Plan

- Have students use library sources or the Internet to research information about people of Hispanic heritage who have made achievements and contributions in various areas. A site to start with is Famous Hispanics in the World and History.
- Have each student draw an illustration of the person in his or her biography. Post the biographies on a classroom or hall wall.

Assessment
Evaluate students' biographies.
Hispanic Americans

ALEX RODRIGUEZ
AMERICA FERRERA
ANDY GARCIA
ANTHONY QUINN
ANTONIO BANDERAS
CAMERON DIAZ
CARLOS SANTANA
CHARLIE SHEEN
CHRISTINA AGUILERA
EMILIO ESTEVEZ
GEORGE LOPEZ
JENNIFER LOPEZ
JERRY GARCIA
JIMMY SMITS
MARIO LOPEZ
MARTIN SHEEN

OSCAR DE LA HOYA
OSCAR DE LA RENTA
RITA HAYWORTH
RITA MORENO
SALMA HAYEK
SAMMY SOZA
SELENA
WILMER VALDERRAMA
Places with Spanish Names

ALAMO
ALCATRAZ ISLAND
BOCA RATON
CALIFORNIA
CAPE CANAVERAL
COLORADO
EL PASO
FLORIDA
LAS VEGAS
LOS ANGELES
MONTANA
NEVADA
SAN ANTONIO
SAN DIEGO
SAN FRANCISCO
SANTA FE
Places with Spanish Names Answer Key

ALAMO
ALCATRAZ ISLAND
BOCA RATON
CALIFORNIA
CAPE CANAVERAL
COLORADO
EL PASO
FLORIDA
LAS VEGAS
LOS ANGELES
MONTANA
NEVADA
SAN ANTONIO
SAN DIEGO
SAN FRANCISCO
SANTA FE
Where in the World is Spanish Spoken?

- Argentina
- Bolivia
- Chile
- Colombia
- Costa Rica
- Cuba
- Dominican Republic
- Ecuador
- El Salvador
- Guatemala
- Honduras
- Mexico
- Nicaragua
- Panama
- Paraguay
- Peru
- Puerto Rico
- Spain
- Uruguay
- Venezuela
Where in the World is Spanish Spoken?

ARGENTINA
BOLIVIA
CHILE
COLOMBIA
COSTA RICA
CUBA
DOMINICAN REPUBLIC
ECUADOR
EL SALVADOR
GUATEMALA
HONDURAS
MEXICO
NICARAGUA
PANAMA
PARAGUAY
PERU
PUERTO RICO
SPAIN
URUGUAY
VENEZUELA
Spanish/English Memory Game

Directions: Cut out each box and place it face down. Play a matching game until the entire Spanish and English words match. The person with the most matches wins.

<table>
<thead>
<tr>
<th>mano</th>
<th>dedos</th>
<th>dedos</th>
<th>pie</th>
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<tbody>
<tr>
<td><img src="image" alt="hand" /></td>
<td><img src="image" alt="fingers" /></td>
<td><img src="image" alt="toes" /></td>
<td><img src="image" alt="foot" /></td>
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<tr>
<td>hand</td>
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<td>codo</td>
<td>rodilla</td>
<td>dientes</td>
<td>cuerpo</td>
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<td>elbow</td>
<td>knee</td>
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<td>Spanish</td>
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<td>boca</td>
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<td>pelo</td>
<td>cabeza</td>
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<td>brazo</td>
<td>pierna</td>
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<tr>
<td>hair</td>
<td>head</td>
<td></td>
<td></td>
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<tr>
<td>arm</td>
<td>leg</td>
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</table>
Mariposa
Butterfly

uno = rojo
dos = amarillo
tres = azul
cuatro = anaranjado
cinco = verde
Colorea por número: Pavo

Código de colores:

<p>| | | |</p>
<table>
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<tbody>
<tr>
<td>uno</td>
<td>anaranjado</td>
<td>cuatro</td>
</tr>
<tr>
<td>dos</td>
<td>amarillo</td>
<td>cinco</td>
</tr>
<tr>
<td>tres</td>
<td>marrón</td>
<td>seis</td>
</tr>
</tbody>
</table>
Oso
bear

uno = café
dos = amarillo
tres = rojo
cuatro = anaranjado
cinco = verde
seis = morado
siete = rosado
ocho = negro
nueve = azul
diez = blanco
Aztec Man Making a Headdress
Aztec Emperor
Lesson Resource

Introduction

By: Nancy Braverman—BCPS Chatsworth Elementary

Making cross-curricular and multicultural connections is essential to enhancing, reinforcing, and applying student learning and promoting cultural awareness and respect among students. The library media instructor at Chatsworth Elementary made multicultural connections by extending the Language Arts Curriculum to incorporate not only reading and writing, but research and technology to expose students to the Spanish language/vocabulary, geography, and the culture of various Spanish-speaking countries.

She adapted the Houghton Mifflin Reading-Writing Workshop on page 364 of the grade 5 language arts guide regarding writing a personal narrative. The supporting reading lesson resources can be found on pages 365m and 365n of the Houghton Mifflin grade 5 curriculum guide for working with the Challenge level text.

Included in this lesson resource are the reading comprehension questions from the Houghton Mifflin reading guide, a graphic organizer for research organization on other Spanish countries, and the final writing rubric.
Lesson

Audience-
Grade 4 GT students
Grade 5 students

Text-
Where the Flame Trees Bloom? (a book of memoirs)
Challenge Level- Theme Paperback

Curriculum Guide-
5th Grade Houghton Mifflin Reading Guide
Theme 4—Person to Person
Used in the GT Scope and Sequence for Grade 4

Activities-

Before Reading
• Teacher asks probing questions before reading to gauge what students know and understand about memoirs or personal narratives. Teacher fully explains memoirs and identifies strategies with students that are useful when reading memoirs. Students participate in a guided preview of each segment of text as they read it and use reading strategies such as predict/infer using chapter titles and illustrations in the book. Teacher models or uses think aloud to model strategy.

During Reading
• As students read the book Where the Flame Trees Bloom, they were asked to create a glossary of Spanish Words from the book.
• Students were required to use a Spanish dictionary to define unknown words that they could not use context clues to define.

After Reading
• Assign comprehension questions for each segment of reading.
• After completing the reading of the book, students were required to select another Spanish-speaking country to research.
• Students had to use a minimum of one print and one electronic resource from (Culture Grams Database) to complete the research and document specific findings in the graphic organizer.
• Students used information from research to compose a memoir as if they were from that country

**Evaluation Tool**

See Houghton Mifflin Teacher’s Guide for answers to comprehension questions. See attached rubric and criteria for final writing assignment.
1. What is a memoir?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

2. What is the significance of flame trees to the author?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

3. In “Choices,” does the grandfather make the right choices when he stays with his wife rather than rescue money from the bank? Explain your reason.

____________________________________________________________________________________
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4. On page 23, what does the word *dissuade* mean? How did you figure it out?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

5. In “Samone,” why does Samone disappear in the afternoons after he injures his hand?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
1. In “The Legend” why do the writer’s father, uncle, and Samone pretend a woman is being shot?

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

2. Is “Mathematics” an appropriate title for the essay about great-grandfather Mina? Why or why not?

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

3. In what ways are the ice cream man and Mina similar?

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
4. Which was your favorite essay in the book? Explain why.
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

5. Compare and contrast the historical fiction (Guns for General Washington) to a memoir (Where the Flame Trees Bloom).
__________________________________________________________________________________
__________________________________________________________________________________
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__________________________________________________________________________________

Name:______________________________ Date:________________________
Final Writing Assignment

You will create a fictional character from the country you researched who will be the narrator of your “memoir.” Your story will be written in the format of the memoirs in Where the flame trees bloom. Your project will relate to one incident; this incident will be shared in a well-told story about a specific occurrence in narrator’s life. It will use vivid sensory details to engage the reader in the event. It will also include some kind of revelation, implied or stated, about the event’s significance to the narrator. The narrator’s voice should be natural and honest, allowing the reader to experience and share the feelings of the narrator during the event.

To make it authentic, you will incorporate factual information about the country you researched, including the use of at least three Spanish words. Your memoir will be at least two full typed pages. Each category below is worth as much as four points for a total of 40. To calculate your grade, divide the number of points earned by 40.

0=not evident

1=minimal evidence of mastery

2=adequate evidence of mastery

3=strong evidence of mastery

4=outstanding evidence of mastery

___ The beginning of the essay captures the reader’s interest.

___ The essay focuses on a single incident.

___ Factual information about your country has been incorporated into the essay.

___ The author describes people, places and times in appropriate detail.

___ The essay is typed using one inch margins.

___ The narrator describes his/her thoughts about the incident.

___ A minimum of three Spanish words are used in the essay.

___ The ending is a well-integrated part of the whole story.

___ The essay is clearly organized.

___ Spelling and grammar are correct.

___ Total

Name: ___________________________
<table>
<thead>
<tr>
<th>Topics</th>
<th>Research</th>
<th>Resource</th>
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<tbody>
<tr>
<td>Geographical Information</td>
<td></td>
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<tr>
<td>(i.e. capital, land forms, etc.)</td>
<td></td>
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<tr>
<td>Life as a kid</td>
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<td>Food</td>
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<td>Customs/Holidays</td>
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<td>Other</td>
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<td>Other</td>
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High School

Activities and Lessons
Letters to the Congressional Hispanic Caucus

Subject: Language Arts
Grade: 9-12

Brief Description
Students learn about and write letters to members of the Congressional Hispanic Caucus.

Objectives
Students

• study the backgrounds of the members of the Congressional Hispanic Caucus,
• demonstrate abilities to write business letters to members of the Congressional Hispanic Caucus,
• address mailing envelopes correctly,
• copy/edit each other's work.

Keywords
Congressional Hispanic Caucus, letters

Materials Needed
computers with Internet access or printouts of members' links at the Web site noted in the Lesson Plan, paper, pens, envelopes, postage stamps

Lesson Plan

• Depending on the size of your class, divide the class into pairs or assign each student one member of the Congressional Hispanic Caucus. Have students use the caucus site or the printouts to learn information about the members.
• Tell each student or group to write a letter to the assigned member of the caucus. Explain that each letter must include at least one question about each of the following: the member's job, the member's background, what inspired the member to run for office, the member's future plans.
• Have students or groups exchange letters and copy/edit one another's work.

Assessment
Evaluate students' letters and participation.

Lesson Plan Source
Education World
Retablo-Style Self-Portraits

Subjects

- Arts & Humanities

Grades

- 9-12

Brief Description

Students create tinfoil self-portraits in the style of Frida Kahlo, a famous Mexican painter.

Objectives

Students demonstrate abilities in using common materials to create self-portraits in the style of Frida Kahlo.

Keywords

self-portrait, Mexico, painter, Frida Kahlo, tinfoil, folk art

Materials Needed

- Printouts of the first page of Frida Kahlo: The Bold Artist
- 12-inch by 18-inch cardboard (one per student)
- Tinfoil
- Soap flakes or liquid hand soap
- Tempera paint
- White glue
- Student-chosen items (see lesson plan)

Lesson Plan

- Distribute printouts of the background information about Frida Kahlo. Read the information to students, or ask several students to read the printout aloud. Discuss the examples of Kahlo's style on the page.
- Link to the Student Activity: Retablo-Style Self-Portraits that follows the background information page.

Assessment

Observe students' participation, and evaluate their self-portraits
Travel Guides

Subject: Arts & Humanities, Social Sciences
Grade: 9-12

Brief Description
Students design travel guides for countries where Spanish is the official language.

Objectives
Students research information about countries where Spanish is the official language. Students use researched information to create travel guides about Spanish-speaking countries.

Keywords
Spanish, travel guide, brochure, country, language

Materials Needed
Samples of travel guides or brochures, student-researched library sources or computers with Internet access, student-selected materials for creating travel guides

Lesson Plan

• Prior to the lesson, contact a local travel agency to get several samples of travel guides or brochures.
• Define the term travel guide for students. Show students samples of travel guides. Discuss the kinds of information included in each sample.
• Have students choose or assign each student one of the following countries where Spanish is the official language: Argentina, Bolivia, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Equatorial Guinea, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, Spain, Uruguay, Venezuela.
• Tell students to use library sources or the Internet to research information about their chosen or assigned countries. Tell students their guides must include general background information about the country, places of interest, and activities for visitors.
• After students complete their research, have them design and create the guide using any materials they choose.

Assessment
Evaluate students' completed travel guides.
Using Cartograms to Learn About Latin American Demographics

Subject: Social Sciences, Math, Language Arts, Ed. Technology
Grade: 9-12

Brief Description
Students create *cartograms*, special-purpose maps to illustrate features other than area, showing populations and gross domestic product (GDP) of countries in the Western Hemisphere.

Objectives

Students

• learn the meaning and importance of several geographic terms, including special-purpose map, *cartogram*, gross domestic product (GDP), and *per capita GDP*;
• understand the importance of the physical environment on economic development and standards of living of a country;
• understand the interrelationship of the physical, social, cultural, and economic geography of countries and regions;
• learn to apply math skills to transfer numerical data to a graphical representation on a cartogram;
• learn to analyze information and infer explanations for discrepancies on two special-purpose maps.

Keywords

Latin America, Western Hemisphere, cartogram, map, population, gross domestic product (GDP), geography

Materials Needed

• graph paper
• plain white paper (optional)
• colored pencils or markers (one set of five to six colors per pair of students)
• fine-line black marker (one per pair of students)
• lists of population and GDP statistics for Western Hemisphere countries provided in the lesson or student-researched lists (students can use the Internet, newspapers, magazines, or library sources to research and find these statistics)

Procedures

1. Explain to students the following terms:
   • Special purpose maps - Maps that are intended to illustrate a single statistical feature
o Cartograms - Maps which show political units such as countries in their appropriate shape and relative location, but size is determined by the amount of whatever statistic is being illustrated. (Show students an example of a cartogram, if possible, from their text or on a wall map)

o Gross Domestic Product (GDP) - This is the total dollar value of goods and services produced in a country in one year.

2. (optional) Have students use their text or research materials to compile a list of Western Hemisphere countries, along with the population and GDP of each country. Another option is to have students find this information on the Internet. Possible sources for this information are listed in the bibliography.

3. Explain to students that they will be making their own cartograms. They will work in pairs, with one student making a cartogram for population, and the other will make a cartogram for Gross Domestic Product. Describe the process they will follow:
   o Determine the number of squares on the graph paper by counting down and across, and multiplying.
   o Determine how many people each square will stand for on the population cartogram. Remember to leave room for white space on the cartogram. Some countries may be left off the cartogram if they are "too small" to occupy a full square. (Note to teacher: On standard 4X4 ruled graph paper, one square per million people will work nicely)
   o Do the same for the GDP cartogram. How many dollars will each square stand for? (On standard 4X4 ruled graph paper, one square per $10 billion GDP will work.)
   o Working in pairs, one person will begin shading in the countries on the population cartogram, while the other will shade in the countries on the GDP cartogram. They should remember to keep the shapes and relative locations as accurate as possible.
   o Students should use the same colors for each country as their partner, since they will be comparing their results. They will have to use the same colors more than once, but make sure that no two countries that border each other are the same color.
   o (Optional :) For a cartogram with a more pleasing appearance, lay a plain white sheet of paper over the graph paper, and trace the patterns on the plain white paper.
   o Outline the countries with the fine line black marker.
   o Every map must have a title. Ask students what an appropriate title would be for each cartogram, and remind them to title their cartograms.

4. Every map must have a legend (key). These cartograms should have either be a statement such as "one square equals 1 million people" or the square may be illustrated and followed by the statement "= 1 million people".

5. When students have finished their cartograms, put pairs together into cooperative groups of four, and hand out the following worksheet. At this point, you may have students speculate on answers, or you may ask them to research to find the answers. Encyclopedias, U.S. State Department Fact Sheets, and your geography text book make good research materials. Other sources are listed in the bibliography.
6. As a class, go over the worksheet. The last question leads into a discussion on GDP, GNP, and per capita GDP, which is very important for students to understand.

**Extending the Lesson**

1. Explain to students the meaning of the term: "per capita GDP," which is found by dividing GDP by population. Have students create a cartogram illustrating "per capita GDP" on nations in the Western Hemisphere. Per capita GDP figures for this cartogram could be obtained from many of the same sources listed for finding population and GDP figures, or students could calculate per capita GDP themselves, using the formula: per capita GDP = GDP/population.

2. Have students create a cartogram based on energy production. Next, they will compare and contrast their population cartogram with the energy consumption cartogram and draw conclusions from their findings.

3. Either as an assignment, or for extra credit, have students create cartograms based on other demographic data, such as highway miles, number of telephones, available nutrition, etc.
Mexico Quiz

1. Tenochtitlan, the site of present-day Mexico City, was built by the: Circle Answer
   a. Mayans
   b. Mestizos
   c. Spanish
   d. Aztec
   e. English

2. Mexico was a colony of what European country? Circle Answer
   a. England
   b. France
   c. Portugal
   d. Spain
   e. Germany

3. Mexico became an independent country in: Circle Answer
   a. 1821
   b. 1910
   c. 1200
   d. 900
   e. 1492

4. What is the religion of most Mexicans today? Circle Answer
   a. Islam
   b. Judaism
   c. Protestantism
   d. Roman Catholicism
   e. Aztecism

5. The climate zone in Mexico's coastal plain is the: Circle Answer
   a. tierra fria
   b. tierra caliente
   c. tierra templada
   d. high altitude
   e. sea level

6. The most popular sport in Mexico is: Circle Answer
   a. basketball
   b. football
   c. hockey
   d. soccer
   e. skating
7. Small homes, narrow streets, and a central plaza are features of: **Circle Answer**

a. a Mexican city  
b. a Mexican ranch  
c. a Mexican village  
d. a Mexican restaurant  
e. a Mexican fiesta

8. Mexico was called "land of the shaking Earth" by the: **Circle Answer**

a. mestizos'  
b. Aztec  
c. Mayans  
d. Spanish  
e. conquistadors

9. Much of Mexico's border with the United States is formed by the: **Circle Answer**

a. Rio Grande  
b. Sierra Madre Oriental  
c. Sierra Madre del Sur  
d. Gulf of Mexico  
e. Yucatan Peninsula

10. Mexico's mountain ranges create three: **Circle Answer**

a. latitudes  
b. altitude zones  
c. economic regions  
d. population groups  
e. lakes

11. Mexico's form of government is: **Circle Answer**

a. communist  
b. constitutional monarchy  
c. military  
d. federal republic  
e. monarchy

12. Mexico City is: **Circle Answer**

a. a city in Arizona  
b. the largest urban area in the world  
c. a large factory  
d. by the ocean  
e. the smallest capital in the world
13. Diego Rivera was a: **Circle Answer**
   a. famous cowboy
   b. famous restaurant
   c. famous mural painter
   d. famous river
   e. famous president

14. The Yucatan is: **Circle Answer**
   a. a peninsula that juts into the Gulf of Mexico
   b. a mountain range in eastern Mexico
   c. a river in the south
   d. a Nahuatl word meaning "terrible"
   e. a Mayan temple

15. Two groups who have influenced modern Mexican culture include: **Circle Answer**
   a. Mayans and Aztecs
   b. English and Germans
   c. Native Americans and Canadians
   d. Italians and Americans
   e. Spanish and Native Americans

16. How long did the Mexican Revolution last? **Circle Answer**
   a. 3 years
   b. 5 weeks
   c. 36 years
   d. 10 years
   e. 44 days

17. Which civilization lived mostly in the Yucatan Peninsula? **Circle Answer**
   a. Canadian
   b. Mayan
   c. Aztec
   d. Spanish
   e. Mexican

18. Palacía de Bellas Artes is located: **Circle Answer**
   a. at Artes
   b. in Guadalajara
   c. in Spain
   d. at church
   e. in Mexico City
19. The greatest Aztec emperor was: Circle Answer
   a. Cortes
   b. Tlateldeo
   c. Zapata
   d. Montezuma
   e. Juarez

20. The Three Cultures that are represented at the monument in the center of Mexico City are: Circle Answer
   a. Mayan, Inca, Aztec
   b. Mexico, Central America, South America
   c. Spanish, American, English
   d. Spanish, Indian, Mestizo
   e. Altiplano, Nahuatl, Mestizo

21. Baja California: Circle Answer
   a. is a tropical wonderland
   b. a city in southern Mexico
   c. a desert region that extends along the West coast
   d. part of the Plateau of Mexico
   e. an island in the Gulf of Mexico

22. Mexico forms part of a landbridge. A landbridge is: Circle Answer
   a. a man-made wonder of the world.
   b. a narrow strip of land that joins two larger landmasses
   c. a world governmental agency whose goal is peace.
   d. an ancient artifact built by the Olmecs, maintained by today's Maya Indians.
   e. a long thin peninsula, surrounded by water.

23. Tamayo: Circle Answer
   a. is the Spanish word for tomato
   b. is the second largest city in Mexico
   c. a leader in the Spanish conquest
   d. was a famous Mexican artist who was concerned about Mexico
   e. is the largest mountain in Mexico

24. Mexico's most important product is: Circle Answer
   a. oil
   b. blue jeans
   c. chips and salsa
   d. rice
   e. pottery
25. A mariachi is: **Circle Answer**

a. a type of Mexican animal  
b. vegetables wrapped in tortillas  
c. a band that plays lively music  
d. a special type of dress worn by Maya women  
e. A fiesta celebrated in September
Mexico Quiz Answers

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   b. Mestizos
   c. Spanish
   d. Aztec - Correct
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   b. is the second largest city in Mexico
   c. a leader in the Spanish conquest
   d. was a famous Mexican artist who was concerned about Mexico - Correct
   e. is the largest mountain in Mexico

24. Mexico's most important product is:
   a. oil - Correct
   b. blue jeans
   c. chips and salsa
   d. rice
   e. pottery
25. A mariachi is:

a. a type of Mexican animal
b. vegetables wrapped in tortillas
c. a band that plays lively music - Correct
d. a special type of dress worn by Maya women
e. A fiesta celebrated in September
Hispanic History Quiz

Multiple-Choice Test A multiple-choice test has several different answer choices for each question. Circle the letter next to the response that best answers each question. If you are not sure of an answer, first eliminate the ones you're sure are wrong. Then select the answer you think is best.

1. What would be another good title for the section on Hispanic History in the Americas?
   a. America before Christopher Columbus
   b. Early Hispanic History in America
   c. Important Places in North and South America
   d. Hispanic-History Time Lines

2. Which phrase is a good description of the word heritage?
   a. traditions that Hispanic people have
   b. things that make you proud of yourself
   c. traditions that come from ancestors
   d. places from where your parents came

3. What is another word that means about the same as Hispanic?
   a. Spanish
   b. German
   c. Latina
   d. Tradition

4. What is one of the most important contributions Hispanic people have made in North America?
   a. the spread of the Spanish language
   b. the discovery of a new world
   c. a new form of theater
   d. the development of rich cultures with influential traditions

5. Which traits are not parts of a Hispanic heritage?
   a. folklorico dancing
   b. the Spanish language
   c. family from Cuba, Mexico, or Argentina
   d. playing bagpipes
6. How far back do Hispanic roots in America go?
   a. 1,000 years
   b. 500 years
   c. 100 years
   d. 700 years

7. In which careers have Hispanics made great contributions?
   a. entertainment
   b. science
   c. sports
   d. all of the above

8. Why might it have been hard for Hispanics to make achievements in many fields?
   a. Some people discriminate against others who have a different heritage.
   b. Some people do not like the ballet folklorico.
   c. Hispanics are new to the United States and have not had time to make achievements.
   d. Until recently, jobs have been scarce.

9. Why is it useful to speak Spanish in the United States?
   a. It's one of the main languages of the Internet.
   b. Many Americans speak Spanish.
   c. People who speak Spanish are usually popular.
   d. Spanish is more common in the United States than any other language.

10. Why might it be important to know about your heritage?
    a. Knowing about your heritage will help you find a good job.
    b. It will help you know what food to eat and what clothes to wear.
    c. It can make you feel proud of who you are.
    d. There is no important reason to learn about your heritage.
Answers to Hispanic Multiple Choice Quiz

1. d
2. c
3. c
4. d
5. d
6. b
7. d
8. a
9. b
10. c
### English Words Created By Spanish Culture

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English Words Created By Spanish Culture

ALLIGATOR MUSTANG
ARMADILLO NUMBERS
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CHOCOLATE TOMATO
COLORS TORNADO
EXPLORER VAMOOSE
IGUANA VEGETABLE
INTELLIGENT
JAGUAR
MAP
MUSIC
Spanish Conquistadors

F N A S O U M V O L O T H I J Y N C X X E A O J H P Q R Y
J I A C B X G W R W U I F H D A S H M H A H V E P R R L J F
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R S T Z P B S D E R A D D R A B M T Z S C A U M O C V W X F
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G J T K S D I T X K S K E T E I C W R X I O Z N A A X I A N
C A I E K P G U G I O R O A Z I S A A D W A A D D R A L G
F N X O C E P L X V T Y W N N W D F A A E N D R O X N M P V
O I Q V B N U F L O D E C H A V E Z C P Z O V X X P O N Q V
D V C L M Y X F Z C B M J Y C X X G Y O O R A Z T I E C W A
A V Q C X Y W V V E H Y N B X K F W B K R B C D E S M Z G F
N V F F D I A F L C R J G E G L R A N F U O A Q D G S P Q Z
P B G R G F R A N C I S C O P I Z A R R O D N E E T T P X F
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O J B Z E T Z R A H N R H B U W F A W R T C X D P B S U Q F
T G A O T E S O D O D N A N R E H R E W U M A W Q O N S P O
U R E T X X V K F P X H I G B T Z P S E I O D H D V M B Q
D I J L T U J L R E N R U T H T E B A Z I L E D N A L I W

ÁLVAR NÚÑEZ CABEZA DE VACA
CRISTÓBAL DE OLID
DIEGO DE ALMAGRO
DIEGO DE NICUESA
FRANCISCO DE MONTEJO
FRANCISCO PIZARRO
FRANCISCO VÁSQUEZ DE CORONADO
HERNANDO DESOTO
HERNÁN CORTÉS
INÉS DE SUÁREZ
JUAN DE OñATE
JUAN PONCE DE LEÓN
LUCAS VÁSQUEZ DE AYLLÓN
MARTÍN DE GOITI
MARTÍN DE URSUA

NIKOLAUS FEDERMANN
UFLO DE CHAVEZ
PEDRO DE ALVARADO
SEBASTIÁN DE BELALCÁZAR
VASCO NÚÑEZ DE BALBOA

62
Spanish Conquistadors

ÁLVAR NÚÑEZ CABEZA DE LA VACA  NIKOLAUS FEDERMANN
CRISTÓBAL DE OLID  ÑUFLO DE CHAVEZ
DIEGO DE ALMACÉR  PEDRO DE ALVARADO
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LUCAS VÁSQUEZ DE AYLLÓN
MARTÍN DE GOITÍ
MARTÍN DE URSUA
Products of Latin America

APPLES  MOLYBDENUM
AUTOMOBILES  NATURAL GAS
BALSA WOOD  NICKEL
BANANAS  PANAMA HATS
BEEF  PAPER
BRAZIL NUTS  PETROLUEM
CACAO  RICE
CEMENT  RUBBER
CHEMICALS  SARDINES
CHOCOLATE  SHRIMP
CHROME  SILVER
CIGARS  STEEL
COAL  SUGAR CANE
COFFEE  SUNFLOWER SEEDS
COPPER  TIN
CORN  TOBACCO
COTTON  WHEAT
DIAMONDS  WOOL
ELECTRICAL EQUIPMENT
FISH
FRUIT
GOLD
GRAPES
IRON
MAHOGANY
MEAT
Products of Latin America

APPLES  MAHOGANY
AUTOMOBILES  MEAT
BALSA WOOD  MOLYBDENUM
BANANAS  NATURAL GAS
BEEF  NICKEL
BRAZIL NUTS  PANAMA HATS
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COTTON  TIN
DIAMONDS  TOBACCO
ELECTRICAL EQUIPMENT  WHEAT
FISH  WOOL
FRUIT
GOLD
GRAPES
IRON
Famous Hispanic Americans of Today

1. [Clue]

2. [Clue]

3. [Clue]

4. [Clue]

5. [Clue]

6. [Clue]

7. [Clue]

8. [Clue]
Down
1. First Hispanic and first female U.S. Surgeon General
2. One of the World's best female golfers
3. Soccer player
4. Opera singer
6. Singer from Miami

Across
4. Folk Singer
5. Baseball player with the Oakland A's
6. Talk show host
7. Hispanic treasurer of the United States
8. Mexican-American mayor of San Antonio, Texas
Answers for Hispanic Americans of Today

Down
1. Antonia Coello Novello
2. Nancy Lopez
3. Pelé
4. José Carreras
5. Gloria Estefan

Across
4. Joan Baez
5. José Canseco
6. Geraldo Rivera
7. Catherine Davalos Ortega
8. Henry Cisneros
Across
3. Band leader and actor, was on TV in I Love Lucy
6. Led fight for a better life for migrant farm workers
9. Spanish soldiers, invaded and took lands from Indians

Down
1. Founder of the California missions
2. Civil War Naval hero, led battle to take New Orleans
5. In 1935 he became the first Hispanic U.S. senator
7. World-famous musician, he played the cello
8. On Columbus's 2nd trip was governor of Puerto Rico
Answers for Hispanic Americans of the Past

Across
3. Desi Arnaz
6. César Chávez
9. Conquistadors

Down
1. Father Junipero Serra
2. David Glasgow Farragut
4. Roberto Clemente
5. Dennis Cháves
7. Pablo Casals
8. Juan Ponce de León
<table>
<thead>
<tr>
<th>EVENT</th>
<th>DATE</th>
<th>LOCATION &amp; COUNTY</th>
<th>FEE</th>
<th>SPONSORS</th>
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<tbody>
<tr>
<td>LatinoFest</td>
<td>Saturday, August 25</td>
<td>Towson Court House - Baltimore County</td>
<td>Free to the Public</td>
<td>EBLO <a href="http://www.eblo.org">www.eblo.org</a></td>
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<tr>
<td>2nd Annual Maryland Hispanic Workforce Conference</td>
<td>Friday September 7 9am to 2pm</td>
<td>Tremont Hotel Conference Center</td>
<td>Call 866-787-3727</td>
<td>Maryland Hispanic Workforce Council</td>
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<tr>
<td>2nd Annual Maryland Hispanic Job Fair</td>
<td>Friday September 7 2pm to 7pm</td>
<td>Tremont Hotel Conference Center</td>
<td>Call 866-787-3727</td>
<td>Maryland Hispanic Workforce Council</td>
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<tr>
<td>10th Annual Maryland Hispanic Workforce Gala and Scholarship Dinner</td>
<td>Saturday September 8 8pm to midnight</td>
<td>Martin’s East</td>
<td>Call 866-787-3727</td>
<td>LatinLink CBO and GlobalTech Bilingual Institute</td>
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<tr>
<td>Apostolado Hispanic Benefit</td>
<td>Thursday, September 13</td>
<td>Orioles v. Los Angeles Angels- Camden Yards, Baltimore City</td>
<td>410-522-2668</td>
<td><strong>tickets are limited—call for availability</strong></td>
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<tr>
<td>Hagerstown First Annual Hispanic Festival</td>
<td>Saturday, September 15, 12-6</td>
<td>Hagerstown Community College- Washington County</td>
<td>Free</td>
<td>Hagerstown Community College with Mid-Atlantic Hispanic Chamber of Commerce, La Voz Latina and HBP</td>
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<tr>
<td>Event</td>
<td>Date/Time</td>
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<td>Fee</td>
<td>Sponsor(s)</td>
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<tr>
<td>Port Discovery-The Children’s Museum Celebrates Hispanic Heritage Month-We Are All Connected</td>
<td>Kick-off September 15th – month long celebration</td>
<td>Port Discovery Baltimore City</td>
<td>$10.75</td>
<td>Baltimore Office of Promotion and the Arts, Bank of America, Latin Opinion, Expresión Magazine, and V-me.</td>
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<td>Hispanic Festival</td>
<td>September 16 12-6</td>
<td>Lane Manor Park, Adelphi Prince George’s County</td>
<td>TBA</td>
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<td>The Many Faces of Hispanic Heritage: On the History of Hispanic Jews in the Americas</td>
<td>Tuesday, September 18, 6 pm-8 p.m.</td>
<td>Jewish Museum of Maryland-Baltimore City</td>
<td>Free</td>
<td>Governor’s Commission on Hispanic Affairs, The Baltimore Jewish Council, The American Jewish Committee and The Jewish Museum of Maryland</td>
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<tr>
<td>14th Anniversary GALA-Maryland Hispanic Bar Association</td>
<td>Thursday, September 20</td>
<td>Martin’s Crosswinds, Greenbelt – Prince George’s County</td>
<td>TBA</td>
<td>Maryland Hispanic Bar Association</td>
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<tr>
<td>Latin American Film Festival</td>
<td>September 20-October 8</td>
<td>AFI Theatre, Silver Spring, Montgomery County</td>
<td>TBA</td>
<td>American Film Institute</td>
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<tr>
<td>Hispanic Heritage Month 3rd Health Festival &amp; Soccer Tournament</td>
<td>September 22 12-5 (to be confirmed)</td>
<td>Wheaton Regional Park, Wheaton, MD</td>
<td>Free, with Free health screenings (free transportation)</td>
<td>Montgomery County Offices of the County Executive, Montgomery County Departments, Maryland National Capital Park and</td>
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<td>Date/Location</td>
<td>Fee</td>
<td>Sponsor</td>
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<tr>
<td>3rd Annual Festival Latino de Frederick</td>
<td>Saturday, September 22, 11 am – 7 pm</td>
<td>Free</td>
<td>Buena Gente Magazine, Frederick Community College-Frederick County</td>
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<tr>
<td>4th Hispanic Heritage Golf Classic</td>
<td>Thursday, October 4</td>
<td>Please call for details 443-622-6181</td>
<td>Baltimore Hispanic Chamber of Commerce</td>
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<tr>
<td>Port Discovery-The Children’s Museum continues its Hispanic Heritage Month celebration with a Free Fall Event</td>
<td>Saturday, October 6</td>
<td>Free</td>
<td>Baltimore Office of Promotion and the Arts, Bank of America, Latin Opinion, Expresión Magazine, and V-me.</td>
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<tr>
<td>National Hispanic Heritage Month at La Plaza Hispana 41st Annual Fells Point Fun Festival</td>
<td>October 6 &amp; 7</td>
<td>Free</td>
<td>EBLO with Fells Point Preservation Society</td>
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<tr>
<td>6th MD Hispanic Business Conference 2007 Veronica Cool-Chair</td>
<td>Wednesday, October 24</td>
<td>TBA</td>
<td>Various – TBA Wachovia Bank Nationwide Mycity4her.com Expresión Magazine</td>
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</tbody>
</table>

**Courtesy of: The Governor’s Commission on Hispanic Affairs Maryland**
Website Resources
**Website Resources**

**For Background History**

Celebrate Hispanic Heritage- Latinos in History
http://teacher.scholastic.com/activities/hispanic/history.htm

Hispanic-American History
http://americanhistory.about.com/od/hispanicamerican/HispanicAmerican_History.htm

Hispanic America USA
http://www.neta.com/~1stbooks/

Hispanic/Latino History
http://www.lasculturas.com/lib/libHistory.htm

Latino History and Culture
http://www.si.edu/Encyclopedia_SI/history_and_culture/USLatino_History.htm

Hispanic History
http://www.hanford.gov/doehrm/nhhm/hispanichistory.cfm

**For Lessons and Activities**

Teaching Activities
http://www.abcteach.com/directory/languages/spanish/

Celebrate Hispanic Heritage
http://content.scholastic.com/browse/unitplan.jsp?id=198

Lessons for Hispanic Heritage Month
http://www.education-world.com/a_lesson/lesson/lesson203.shtml

Resources for Teaching about the Americas
http://retanet.unm.edu/index.pl?section=1996LPs

Translation Sites
http://www.wordrefernce.com

Folktales
http://www.g-word
http://www.kstrom.net/isk/maya/rabbit.html

Frida Kahlo
http://www.juniperlearning.com/lessonkahlo.html
Spanish in English
http://www.factmonster.com/spot/spanishwords1.html
http://www.wordorgins.org/Topics/loanwords.html

http://encyclopedia.thefreedictionary.com/List%20of%20English%20words%20of%20Spanish%20origin

Famous Hispanics throughout History
http://coloquio.com/famosos/alpha.htm

Congressional Hispanic Caucus
http://www.napolitano.house.gov/chc/