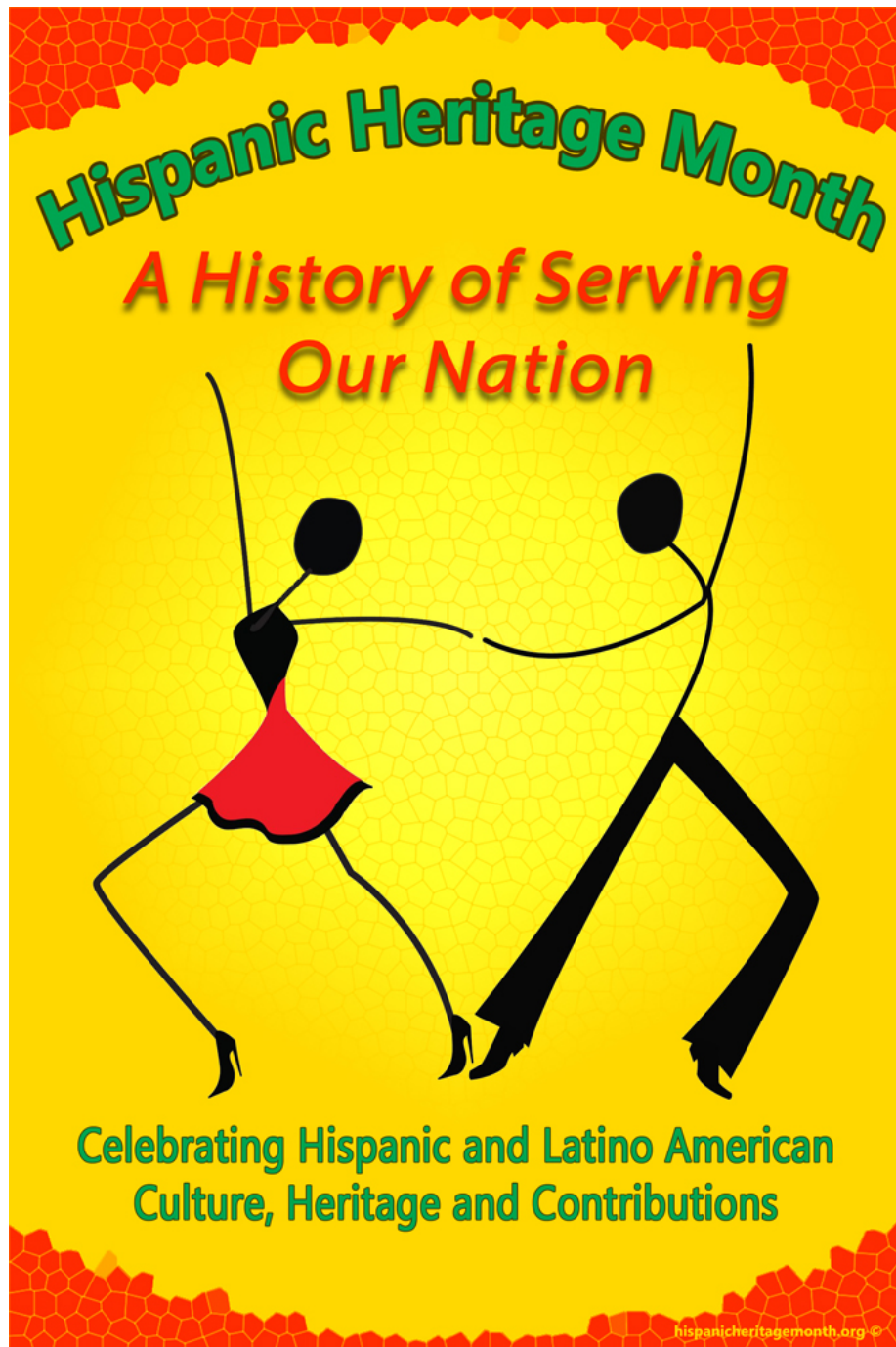


Hispanic American Heritage Month 2019

Digital Resources

Middle and High School



About Hispanic Heritage Month

Hispanic American Heritage Month is observed from September 15th to October 15th each year. Its purpose is to recognize the contributions of American citizens with Hispanic and/or Latino heritage and to celebrate their heritage and culture. The start date of September 15th coincides with the anniversary of independence of five Latin American countries: Costa Rica, El Salvador, Guatemala, Honduras, and Nicaragua. Mexico, Chile, and Belize also celebrate their independence days during this period.

The federal government first began observing Hispanic Heritage Week in 1968, under President Lyndon Johnson. President Ronald Reagan expanded this observance to a 30-day period from the middle of September to the middle of October and Hispanic Heritage Month was enacted into law on August 17, 1988, upon the approval of Public Law 100-402. In Florida, State Statute 1003.421, passed in 1998, requires the study of "the contributions of Hispanic to United States history."

2019 Hispanic Heritage Month Theme: Celebrating Hispanic and Latino American Culture, Heritage, and Contributions

"Hispanic" vs. "Latino"

"Hispanic" refers to peoples of Spanish-speaking origin, and traditionally includes Spain, but does not include Brazil (because it is a Portuguese-speaking nation) "Latino" refers to people of Latin American origin and tends to include Brazil, but does not include Spain (because it is not in Latin America). These concepts are different from "Latin America," which is a geographic region that includes countries and territories whose peoples are not necessarily Latino or Hispanic (such as Haiti, French Guiana, Guadeloupe, and Martinique).

The term Hispanic or Latino, as defined by the U.S. Census Bureau, refers to Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race. On the 2010 Census form, people of Spanish/Hispanic/Latino origin could identify themselves as Mexican, Mexican American, Chicano, Puerto Rican, Cuban, or "another Hispanic, Latino, or Spanish origin."

As of July 2015, the U.S. Census Bureau estimates that 54 million Hispanics live in the United States. That is just over 17% of the total U.S. population. By 2060, the Census Bureau projects that the Hispanic population will comprise over 28% of the total population with 119 million residing in the United States.

An Instructional Note to Teachers about Hispanic Heritage Month

Each year, Hispanic Heritage Month is celebrated from September 15 through October 15. Hispanic Heritage Month provides our community and schools with opportunities to further study and celebrate the wide range of historical, cultural, social, political, and economic contributions made by Hispanics to our community and nation.

To assist schools, the Department of Social Sciences has developed this instructional resource guide to support instruction on Hispanic heritage and culture. These resources are further intended to serve as tools to help fulfill the requirements of Florida Statute 1003.421, which requires the study of the contributions Hispanics have made to the United States.

The resources in this guide include:

- **BACKGROUND INFORMATION** - Background information that is helpful for both the teacher and student is provided in this section of the instructional resource guide.
- **LESSON PLANS** - Detailed lesson plans with all support materials needed to teach the lessons are provided in this section of the instructional resource guide.
- **INTERNET RESOURCES** - Additional related lesson plans, teacher background information, interactive activities and downloadable worksheets may be found on the websites listed in this section of the instructional resource guide.
- **SECONDARY CHARACTER EDUCATION RESOURCES** – Additional lesson ideas are included to support the core values of “respect” and “responsibility,” which have been designated by the District for the months of September and October.

To be meaningful, the many contributions made by Hispanics - past, present, and future – to the development of the U.S. must be taught throughout the school year, not just during this special month of commemoration. Teachers are highly encouraged to utilize the resources and lessons found in this instructional resource guide to reinforce Hispanic contributions to the U.S. throughout the school year. Teachers are further encouraged to select and adapt the resources and lessons to best fit the needs of their students.

Background Information

- Hispanic Heritage Month - Teaching About Ethnic and Cultural History
- Fast Facts - The Hispanic Population in the U.S.
- Ten Facts for National Hispanic Heritage Month
- Hispanic Population and the 2010 U.S. Census
- Hispanic or Latino Population - U.S. Census Map, 2010
- Hispanic Roots – Breakdown of U.S. Hispanic Population by Specific Origin, 2014
- Hispanics by Country of Origin in Miami-Dade
- Flags of Hispanic Countries of Origin
- Hispanic or Latino?
- Hispanics and Identity
- An Overview of Latin American History (World Book Advanced, 2014)
- U.S. Foreign Assistance to Latin America and the Caribbean
- Maps of Latin America

Hispanic Heritage Month - Teaching About Ethnic and Cultural History

How do you ensure that students will get the most out of the instructional time devoted each year to commemorating the history and contributions of the various ethnic and cultural groups we study? How do you avoid trivializing or marginalizing the group you are exploring with students? Below are some suggestions for Hispanic Heritage Month. These “DOs” are also applicable to any ethnic or cultural group you are studying throughout the school year.

1. **Incorporate Hispanic heritage into the curriculum year-round**, not just in September and October. Use Hispanic Heritage Month to “dig deeper” into history and make connections with the past.
2. **Continue learning.** Explore how to provide an in-depth and thorough understanding of the contributions of Hispanics to the United States. Textbooks often do not contain detailed information about the struggles of ethnic or cultural groups, so use the textbook as just one of many resources. While exploring multiple resources, help your students understand the importance of exploring reliable sources and sources that provide multiple perspectives on history.
3. **Relate lessons to other parts of your curriculum**, so that focusing on an event or leader, expands upon rather than diverts from your curriculum.
4. **Plan meaningful school and classroom activities that address the history, values, and contributions of Hispanics to the United States.** Without meaningful and thoughtful classroom lessons as the primary focus of Hispanic Heritage Month, schools run the risk of trivializing their well-intended message to students. Special programs such as school-wide dance or music performances and ethnic luncheons may actually do as much to reinforce stereotypes than negate them. The special programs should complement, not replace, the classroom lessons.
5. **Connect issues in the past to current issues** to make history relevant to students' lives. For example, ask students to gather information with a focus on what social issues exist today and how a particular leader has worked to change society.

Source: Adapted from Teaching Tolerance, a project of the Southern Poverty Law Center, http://www.tolerance.org/search/apachesolr_search/black%20history_and_teachingforchange.org

Fast Facts – The Hispanic Population of the United States

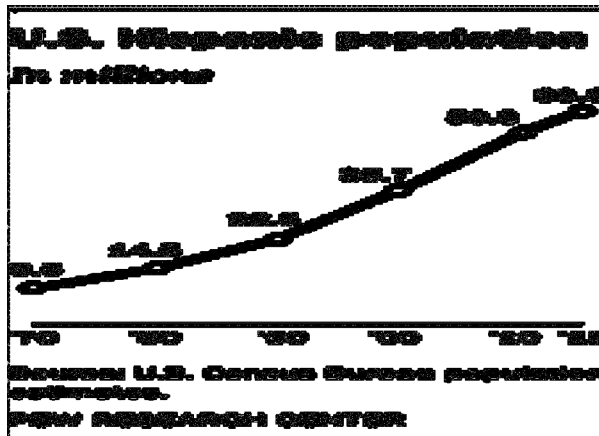
- The Census describes Hispanic or Latino ethnicity as "[a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race.](#)"
- Hispanic people are the largest minority in the United States. Only Mexico has a larger Hispanic population than the United States.
- By 2060, the Census Bureau projects that Hispanic people will comprise over 28% of the total population with 119 million residing in the United States.
- In 2016, Hispanics made up 11% of the electorate, up from 10% in 2012. California is the state with the largest Hispanic population -- an estimated 15 million, followed by Texas and Florida. All three of these states comprise more than half (55%) of the Hispanic population.
- These are the states where more than an estimated 30% of the population is Hispanic: Arizona, 30.3%; California, 38.4%; New Mexico, 47.4%; and Texas, 38.4%.
- There are more than one million Hispanic residents in eight US states - Arizona, California, Colorado, Florida, Illinois, New Jersey, New York and Texas.
- Of the English-speaking Hispanics in the United States, a majority, an estimated 57.4%, are bilingual.
- Second only to English, Spanish is the language most used in the United States, as of 2015. It is spoken by approximately 40 million Hispanic people in the country, plus an additional 2.6 million non-Hispanics.
- [An estimated 38 million US residents, or 13% of the population, speak Spanish at home.](#)
- How do Hispanic people [define their race?](#)
 - White: 35,684,777 (66%)
 - Some other race: 14,226,829 (26%)
 - Two or more races: 2,479,718 (5%)
 - Black: 1,122,369 (2%)
 - American Indian and Alaska Native: 490,557 (1%)
 - Asian: 181,231 (3%)
 - Native Hawaiian and Other Pacific Islander: 46,724 (1%)

Source: Updated by CNN in March 2017 <http://www.cnn.com/2013/09/20/us/hispanics-in-the-u-s/>

Ten Facts for National Hispanic Heritage Month

Here are some key facts about the nation's Latino population by age, geography, and origin groups as published by the Pew Research Center in 2016.

1. The U.S. Hispanic population [now stands at approximately 57 million](#), making Hispanics the nation's second-fastest-growing racial or ethnic group after Asians. Today, Hispanics make up roughly 18% of the U.S. population, up from 5% in 1970.

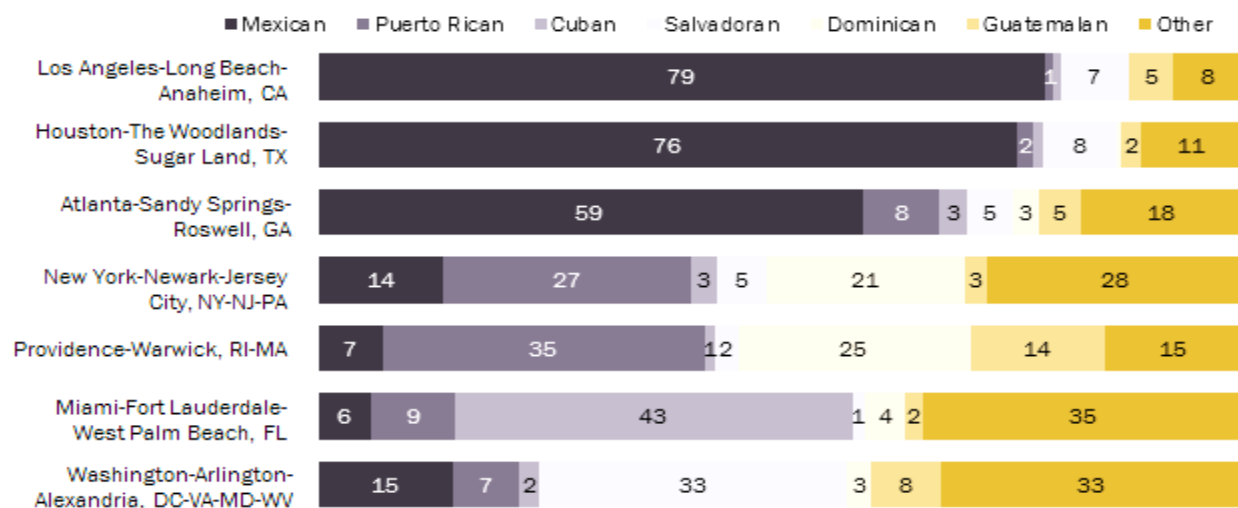


2. A record 27.3 million Latinos [were eligible to vote](#) in 2016, up from 23.3 million in 2012. But during the last presidential election, Latinos (48.0%) lagged behind blacks (66.6%) and whites (64.1%) in their [voter turnout rate](#).
3. People of Mexican origin [account for about two-thirds](#) (35.3 million) of the nation's Hispanics. Those of Puerto Rican origin are the next largest group, at 5.3 million, and their numbers have been growing due to a [historic increase in migration](#) from Puerto Rico to the U.S. mainland. ([About 3.5 million](#) live on the island.) There are [five other Hispanic origin groups](#) with more than 1 million people each: Salvadorans, Cubans, Dominicans, Guatemalans and Colombians.
4. As the population of U.S.-born Latinos booms and the arrival of new immigrants slows down, the [share of Latinos who are immigrants](#) – as opposed to those who are born here – is on the decline across [all Latino origin groups](#). From 2007 to 2014, the number of Latino immigrants increased slightly, from 18 million to 19.3 million. But they constituted a smaller overall share of the Latino population – decreasing from 40% to 35% over the same time period. The share of foreign born among Latinos [varies by origin group](#). Just one-third (33%) of Mexican-origin Latinos are foreign born. That's far lower than among the other major groups – Cuban (57% foreign born), Salvadoran (59%), Dominican (54%), Guatemalan (63%) and Colombian (64%). (People born in Puerto Rico are U.S. citizens at birth.)

- Diversity among Hispanic origin groups varies between [major metropolitan areas](#). Mexicans make up 79% of Hispanics in the Los Angeles metro area. But the New York City area is less dominated by one group, with Puerto Ricans (27%) and Dominicans (21%) being the most populous. The same is true in the Washington, D.C., metro area, where Salvadorans (33%) are most numerous, and in the Miami area, where Cubans (43%) are the largest group; in these areas, the largest share of Hispanics by origin doesn't constitute a majority of the Hispanic population.

Hispanic populations in metropolitan areas along the East Coast have more diverse origins than in metropolitan areas in states along the Southwest border

% of Hispanics who are of _____ origin



Note: Hispanics of Dominican origin make up less than 0.5% of the Hispanic population and Hispanics of Salvadoran origin make up about 1% of the Hispanic population in the Los Angeles and Houston areas.

Source: Pew Research Center tabulations of the 2014 American Community Survey (IPUMS).

"U.S. Latino Population Growth and Dispersion Has Slowed Since Onset of the Great Recession"

PEW RESEARCH CENTER

- Hispanics are the youngest of the major racial and ethnic groups in the U.S. At 28 years, the median age of Hispanics is nearly a full decade lower than that of the U.S. overall (37 years). Among Hispanics, there is a [big difference in median age](#) between those born in the U.S. (19 years) and the foreign born (41 years). In 2014, about a quarter of Hispanics, or 14.6 million, [were Millennials](#) (ages 18 to 33).
- Millennials [made up almost half](#) (44%) of the Hispanic electorate in 2016. Hispanic millennials will likely continue to drive growth of the Hispanic electorate, given the median age of U.S.-born Hispanics is only 19. In addition, in any given year, [more](#)

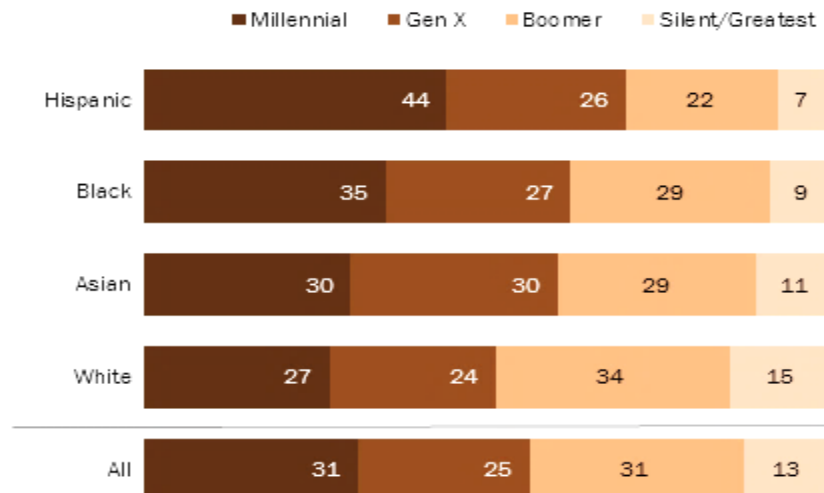
than 800,000 young

Hispanics turn 18.

FIGURE 1

Millennials Make Up a Larger Share Among Latino Eligible Voters than Other Groups in 2016

% projected among eligible voters



Note: Whites, blacks and Asians include only non-Hispanics. Hispanics are of any race. Eligible voters are U.S. citizens ages 18 and older. Millennials are adults born in 1981 or later. Figures may not add to 100% due to rounding.

Source: See methodology for details on 2016 projection.

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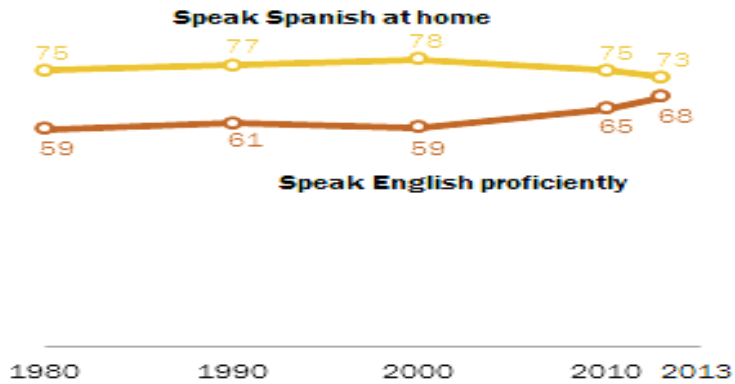
8. Latinos make up the largest group of immigrants in most states, mostly because [Mexico is the biggest source of immigrants](#) in 33 states. In some states, though, other Hispanic groups are the largest: El Salvador is the top country of birth among immigrants in Virginia and Maryland, the Dominican Republic leads in New York and Rhode Island, and Cuba is the top place of birth for immigrants in Florida.
9. A [majority of Hispanic adults \(55%\)](#) say they are Catholic, while 16% are evangelical Protestants and 5% are mainline Protestants. The share who say they are Catholic has declined from 67% in 2010. Mexicans and Dominicans [are more likely](#) than other Hispanic origin groups to say they are Catholic. Meanwhile, Salvadorans are more likely to say they are evangelical Protestants than Mexicans, Cubans and Dominicans.
10. The share of Latinos in the U.S. who speak English proficiently is growing. In 2013, 68% of Latinos ages 5 and older [spoke English proficiently](#), up from 59% in 2000. U.S.-born Latinos are driving this growth, as their share on this measure has grown from 81% to 89% during the same time period. By comparison, 34% of Latino immigrants spoke English proficiently in 2013, a percentage little changed since

1980. While speaking Spanish remains an important part of Latino culture, 71% of Latino adults [say it is not necessary to speak](#) Spanish to be considered Latino.

FIGURE 1

English Proficiency Rising Among Latinos as Spanish Use at Home Declines

% of Latinos ages 5 and older who ...



Note: Latinos who speak English proficiently are those who speak only English at home or, if they speak a non-English language at home, indicate they can speak English "very well."

Source: Pew Research Center tabulations of 1980, 1990 and 2000 censuses (5% IPUMS) and 2010 and 2013 American Community Surveys (1% IPUMS)

PEW RESEARCH CENTER

Source: Pew Research Center, <http://www.pewresearch.org/fact-tank/2016/09/15/facts-for-national-hispanic-heritage-month/>

Hispanic Population and the 2010 Census

Background on the U.S. Census - The goal of the U.S. Census is to count every resident in the United States. It is mandated by Article I, Section 2 of the U.S. Constitution and takes place every 10 years. The data collected by the census determines the number of seats each state has in the U.S. House of Representatives and is also used to distribute billions in federal funds to local communities.

Approximately 74 percent of the households returned their census forms by mail during the 2010 Census. The remaining households were counted by census workers walking neighborhoods throughout the United States.

Overview of the Hispanic Population in the 2010 Census - According to the 2010 U.S. Census, of the 308.7 million people who lived in the U.S. on April 1, 2010, 50.5 million (16 percent) were Hispanic or Latino. That was an increase of 15.2 million for the Hispanic population since the 2000 Census. Furthermore, the numbers from 2010 showed that more than half of the total population growth in the U.S. from 2000 to 2010 was due to the Hispanic population increase. The total population in the U.S. grew ten percent over the decade, but the Hispanic population grew by 43 percent.

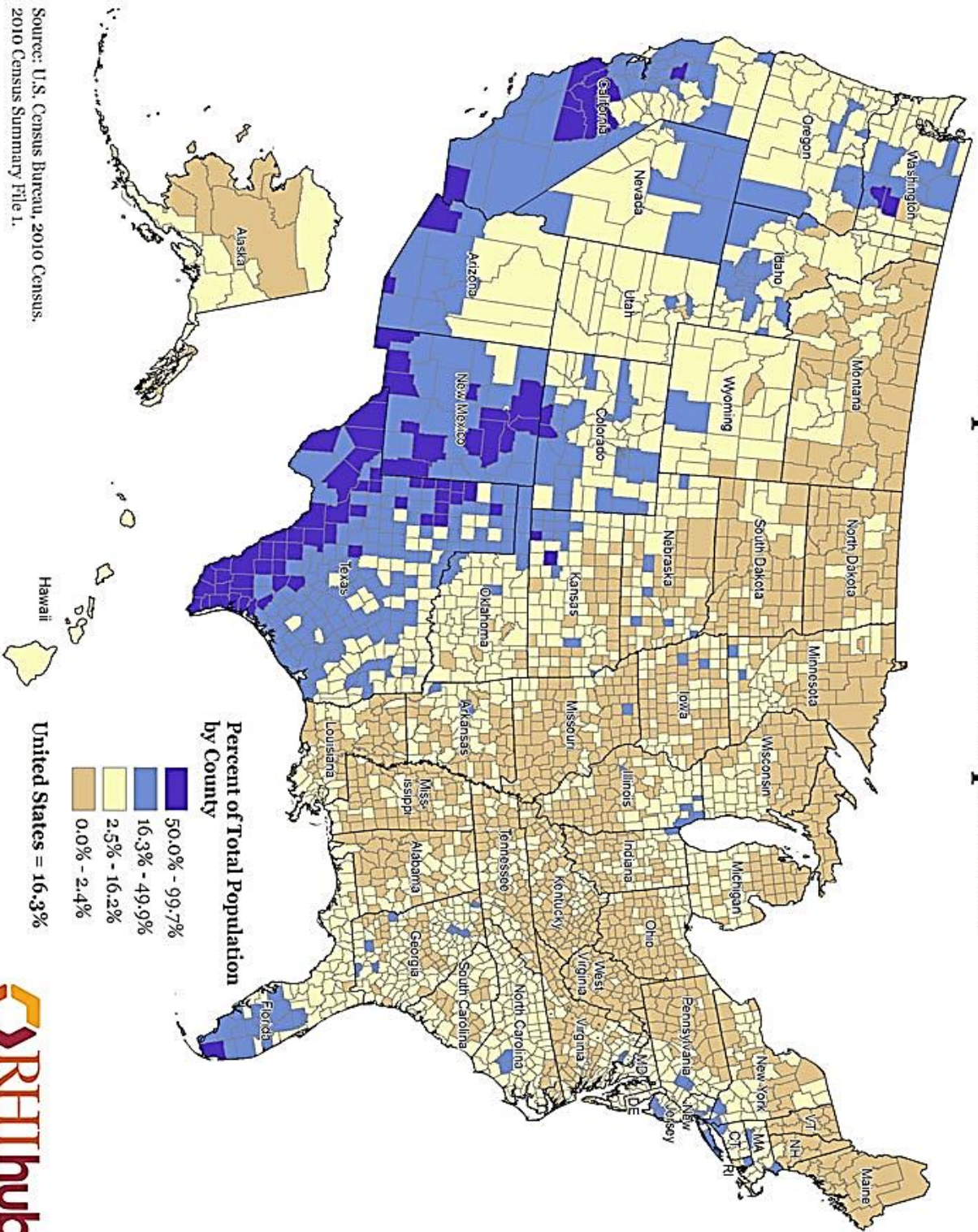
Growth within the Hispanic Population - Population growth varied within the Hispanic group. People of Mexican origin accounted for three-fourths of the increase in the Hispanic population from 2000 to 2010. They also had the largest numeric change, 11.2 million, as their population grew over the ten years from 20.6 million in 2000 to 31.8 million in 2010. Cubans increased 44 percent, increasing from 1.2 million to 1.8 million over the decade. Puerto Ricans increased from 3.4 million to 4.6 million, or 36 percent. Hispanics who marked "other" grew 22 percent, from 10.0 million in 2000 to 12.3 million in 2012.

Growth by Region - The Hispanic population grew in every region of the U.S., but the South and Midwest saw the greatest increase. In the South, the Hispanic population grew 57 percent over the decade, four times more than the region's total population. In the Midwest, the Hispanic population increased by 49 percent, more than twelve times the total population in that region. Even though it was at a slower rate, the Hispanic population did grow significantly in the West and Northeast. In the West, the Hispanic population grew by 34 percent, more than twice the region's total population. The Northeast saw the Hispanic population increase by 33 percent, ten times the growth of its total population. According to the 2010 Census, California had the biggest Hispanic population with 14.0 million. Texas was second with 9.5 million. Florida was third with 4.2 million.

Source: United States Census Bureau,

<http://www.census.gov/prod/cen2010/briefs/c2010br-04.pdf>

Hispanic or Latino Population



Source: U.S. Census Bureau, 2010 Census, 2010 Census Summary File 1.

Note: Alaska and Hawaii not shown to scale.



HISPANIC ROOTS

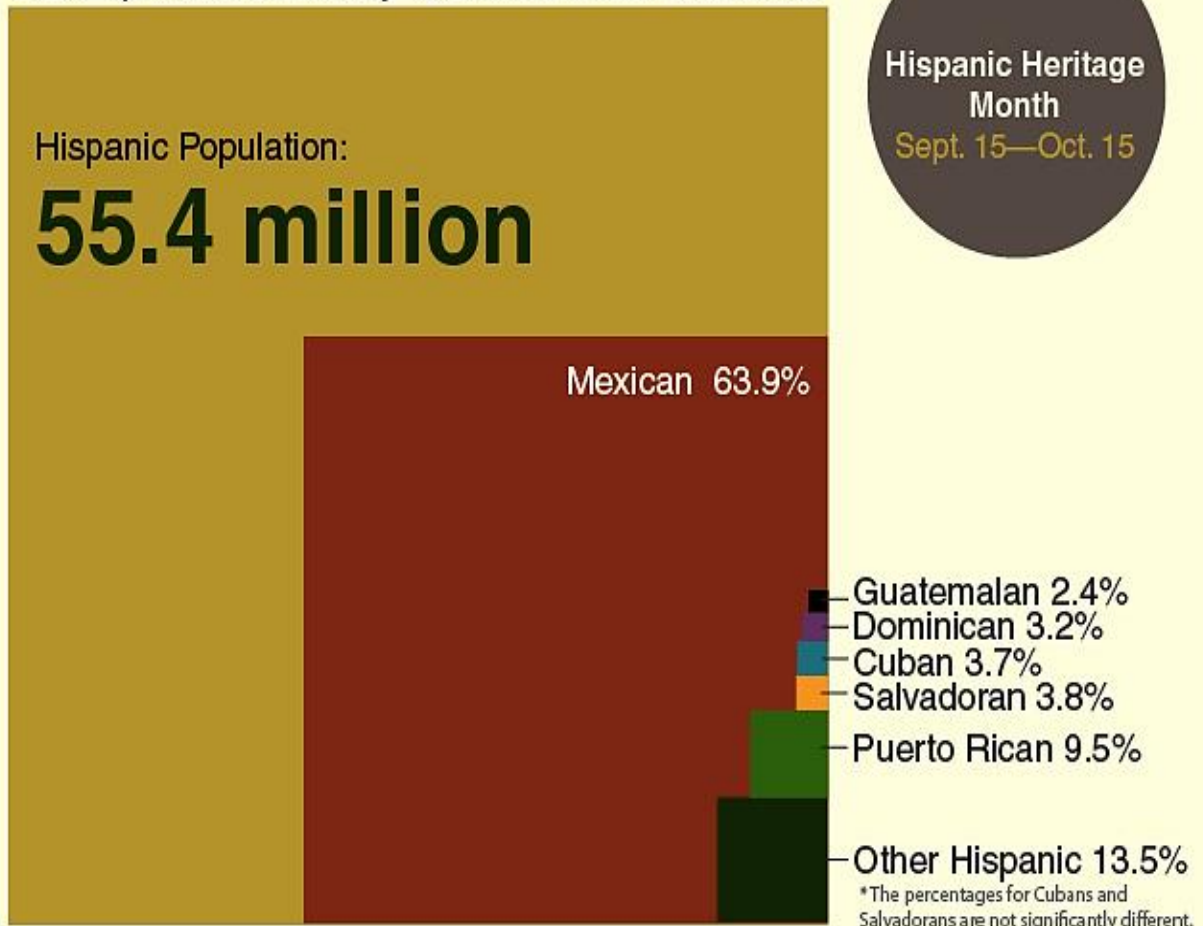
Breakdown of U.S. Hispanic population, by specific origin: 2014

U.S. Population as of July 1, 2014: **318.9 million**

Hispanic Population:

55.4 million

Hispanic Heritage
Month
Sept. 15—Oct. 15



United States[™]
Census
Bureau

U.S. Department of Commerce
Economics and Statistics Administration
U.S. CENSUS BUREAU
census.gov

Source: 2014 Population Estimates
<www.census.gov/popest/> and
2014 American Community Survey
<www.census.gov/acs/>

Source: https://www.census.gov/content/dam/Census/newsroom/facts-for-features/2015/cb15-ff18_graphic.jpg

Data Flash

ADDRESSING THE INFORMATIONAL NEEDS OF THE MIAMI-DADE COMMUNITY

Hispanics by Country of Origin in Miami-Dade

On August 18th, 2011 the U.S. Census Bureau released Summary File 1 for the state of Florida. One of the components of this release is the Hispanic or Latino Population by Specific Origin. In this issue of Data Flash we present the breakdown for Miami-Dade County and compare it to the previous decennial census conducted in the year 2000.

Between 2000 and 2010 the Hispanic or Latino population in the County increased by 25.7 percent, while the Not Hispanic or Latino component declined by 9.3 percent.

In 2010 Hispanic or Latinos accounted for 65.1 percent of the County's population, up from 57.3 percent in 2000. Within the Hispanic or Latino population the largest group is Cubans that account for more than one-half (52.7 percent) of the Hispanic population or 34.3 percent of the total population.

Second on this measure are Colombians with a total of 114,701 followed by Nicaraguans with 105,495 and Puerto Ricans with 92,358.

Dominicans, Hondurans and Mexicans had a share of between 2.1 and 2.3 percent of the population each. Venezuelans, Peruvians, and Argentineans each had between 1.1 and 1.9 percent of the population or to put it in numerical terms, between 28,000 and 47,000 persons.

Among Hispanics with at least 40,000 persons in 2010, Venezuelans, Hondurans and Colombians showed the highest percentage growth since 2000, with increases of 117.0, 104.3, and 63.7 percent respectively.

Chart 1. Population of Hispanic or Latino Origin , Percent of Total Population (2% or more), 2010

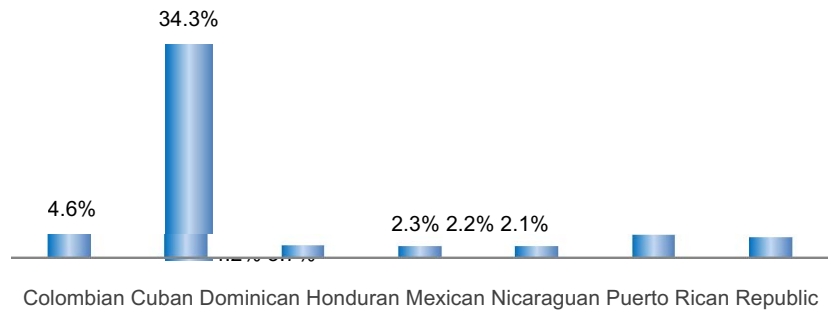
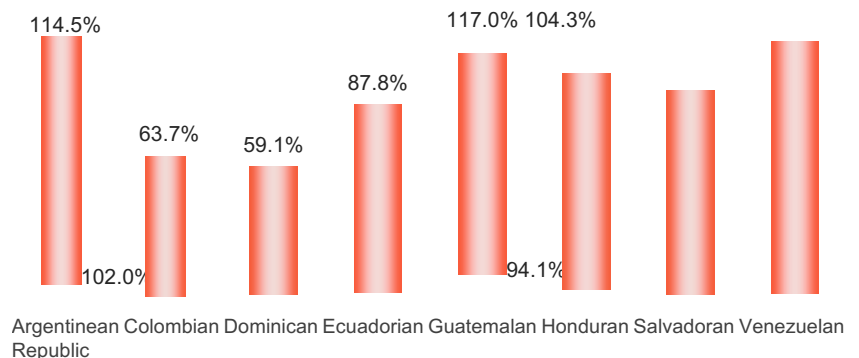


Chart 2. Hispanic or Latino Origin, Selected Countries Percent Change 2000-2010 Miami-Dade County



HISPANIC OR LATINO ORIGIN BY SPECIFIC ORIGIN

Miami-Dade County

2000 and 2010

	Number of People		Change		Percent of Total	
	2000	2010	Number	Percent	2000	2010
Total Population (Number of People)	2,253,362	2,496,435	243,073	10.79	100.00	100.00
Not Hispanic or Latino	961,625	872,576	-89,049	-9.26	42.68	34.95
Hispanic or Latino:	1,291,737	1,623,859	332,122	25.71	57.32	65.05
Mexican	38,095	51,736	13,641	35.81	1.69	2.07
Puerto Rican	80,327	92,358	12,031	14.98	3.56	3.70
Cuban	650,601	856,007	205,406	31.57	28.87	34.29
Dominican (Dominican Republic)	36,454	57,999	21,545	59.10	1.62	2.32
Central American:	128,903	212,542	83,639	64.89	5.72	8.51
Costa Rican	4,706	6,736	2,030	43.14	0.21	0.27
Guatemalan	9,676	19,771	10,095	104.33	0.43	0.79
Honduran	26,829	54,192	27,363	101.99	1.19	2.17
Nicaraguan	69,257	105,495	36,238	52.32	3.07	4.23
Panamanian	5,863	8,188	2,325	39.66	0.26	0.33
Salvadoran	9,115	17,695	8,580	94.13	0.40	0.71
Other Central American	3,457	465	-2,992	-86.55	0.15	0.02
South American:	154,348	273,542	119,194	77.22	6.85	10.96
Argentinean	13,341	28,612	15,271	114.47	0.59	1.15
Bolivian	2,418	4,198	1,780	73.61	0.11	0.17
Chilean	7,910	11,452	3,542	44.78	0.35	0.46
Colombian	70,066	114,701	44,635	63.70	3.11	4.59
Ecuadorian	10,560	19,832	9,272	87.80	0.47	0.79
Paraguayan	434	900	466	107.37	0.02	0.04
Peruvian	23,327	40,701	17,374	74.48	1.04	1.63
Uruguayan	1,829	5,855	4,026	220.12	0.08	0.23
Venezuelan	21,593	46,851	25,258	116.97	0.96	1.88
Other South American	2,870	440	-2,430	-84.67	0.13	0.02
Other Hispanic or Latino:	203,009	79,675	-123,334	-60.75	9.01	3.19

Source: U.S. Census Bureau, Decennial Census 2000 and 2010. Miami-Dade County, Department of Planning and Zoning 2011.

Flags of Hispanic Countries of Origin

50.5 million people identified themselves as Hispanic or Latino on the 2010 U.S. Census. As of July 2015, the U.S. Census Bureau estimates that 56.6 million Hispanics live in the United States. That is just over 17% of the total U.S. population making Hispanics the largest ethnic minority in the nation. By 2060, the Census Bureau projects that there will be approximately 119 million Hispanics in the U.S. and that they will comprise 28% of the total population.



[Argentina](#)



[Bolivia](#)



[Chile](#)



[Colombia](#)



[Costa Rica](#)



[Cuba](#)



[Dominican Republic](#)



[Ecuador](#)



[El Salvador](#)



Guatemala



Honduras



Mexico



Nicaragua



Panama



Paraguay



Peru



Puerto Rico



Spain



United States



Uruguay



Venezuela

Source: FactMonster.com, <https://www.factmonster.com/hispanic-heritage-month-countries-origin>

Hispanic or Latino?

Which is term is correct – Hispanic or Latino? It is a question that Hispanics and non-Hispanics have asked when deciding what to call the over 50 million Americans who trace their roots to Spain or Latin America. Even though both terms are used interchangeably, there is a difference between Hispanic and Latino. Hispanic is derived from the Latin word for “Spain.” It is a term that originally denoted a relationship to ancient Hispania (Iberian Peninsula). Now, the term Hispanic refers to language. A person is referred to as Hispanic if they or their ancestors come from a country where Spanish is spoken.

Latino refers more exclusively to persons or communities of Latin American origin. Latino is derived from Spanish word for “Latin,” but as an English word is probably a shortening of the Spanish word “latino americano,” which in English means “Latin American.”

Comparison Chart

Hispanic		Latino
Terminology	The term Hispanic refers to language. A person is referred to as Hispanic if they or their ancestors come from a country where Spanish is spoken.	Latino refers to geography. Specifically, to Latin America; i.e., people from the Caribbean (Puerto Rico, Cuba, Dominican Republic), South America (Ecuador, Bolivia, Colombia, Peru, etc.) and Central America (Honduras, Costa Rica, etc.)
Derived From	The term "Hispanic" comes from a Latin word for Spain "Hispania," which later became "España." It refers to a person of Latin American or Iberian ancestry, fluent in Spanish.	The term "Latino" is shortened from Spanish “latino americano,” (Latin American) thus narrowing the scope of meaning to Central and South America, and Spanish speaking Caribbean Islands.
Usage	“Hispanic” is primarily used along the Eastern seaboard of the U.S., and favored by those of Caribbean and South American ancestry or origin. The U.S. Census Bureau also uses the term Hispanic in the census.	“Latino” is principally used west of the Mississippi, where it has displaced “Chicano” and “Mexican American.”

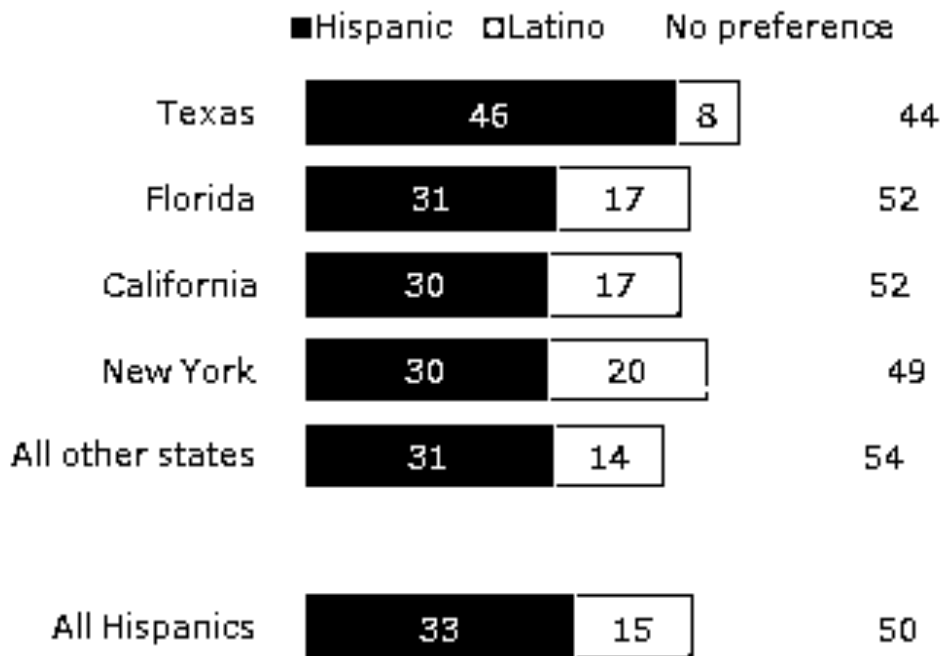
Hispanic or Latino? continued

According to a survey released by the Pew Hispanic Center, only 24% of "Hispanic" adults said they most often identified themselves as Hispanic or Latino. About half said they identified themselves most frequently by their family's national origin; e.g., Cuban, Venezuelan, Costa Rican, Mexican. An additional 21% said they called themselves American most often, a figure that climbed to 40% among those born in the U.S. Most people are beginning to dislike being called Hispanic or Latino and prefer to be called simply by their true ethnic group such as Cuban, Venezuelan, Mexican, Colombian, Bolivian, etc.

Source: http://www.diffen.com/difference/Hispanic_vs_Latino

Preference for the Terms "Hispanic" and "Latino", 2013

The terms "Hispanic" and "Latino" are both used to describe people who are of Hispanic or Latino origin or descent. Do you happen to prefer one of these terms more than the other? (%)



Notes: N=5,103. "Don't know/Refused" responses not shown.

Source: Pew Research Center survey of Hispanic adults, May 24-July 28, 2013.

PEW RESEARCH CENTER

Source: Pew Research Center, 2013

Hispanics and Identity

When it comes to describing their identity, most Hispanics prefer their family's country of origin over other terms. Half (51%) say that most often they use their family's country of origin to describe their identity. That includes such terms as "Mexican" or "Cuban" or "Dominican," for example. Just one-quarter (24%) say they use the terms "Hispanic" or "Latino" to most often to describe their identity. And 21% say they use the term "American" most often.

- **"Hispanic" or "Latino"? Most don't care - but among those who do, "Hispanic" is preferred.** Half (51%) say they have no preference for either term. When a preference is expressed, "Hispanic" is preferred over "Latino" by more than a two-to-one margin - 33% versus 14%.
- **Most Hispanics do not see a shared common culture among U.S. Hispanics.** Nearly seven-in-ten (69%) say Hispanics in the U.S. have many different cultures, while 29% say Hispanics in the U.S. share a common culture.
- **Most Hispanics don't see themselves fitting into the standard racial categories used by the U.S. Census Bureau.** When it comes to race, according to the Pew Hispanic survey, half (51%) of Latinos identify their race as "some other race" or volunteer "Hispanic/Latino." Meanwhile, 36% identify their race as white, and 3% say their race is black.
- **Latinos are split on whether they see themselves as a typical American.** Nearly half (47%) say they are a typical American, while another 47% say they are very different from the typical American. Foreign-born Hispanics are less likely than native-born Hispanics to say they are a typical American - 34% versus 66%.

Source: Adapted from a 2012 report by the Pew Foundation, "When Labels Don't Fit: Hispanics and Their Views of Identity," <http://www.pewhispanic.org/2012/04/04/when-labels-dont-fit-hispanics-and-their-views-of-identity/#official-adoption-of-the-terms-hispanic-and-latino>

On Overview of Latin American History

The excerpt below on Latin American history is from the on-line edition of the World Book Encyclopedia (2014) available for students and teachers through the Miami-Dade County Public Schools' Department of Library Media Services. To access the full article:

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The full article is a comprehensive overview of the many facets of Latin American history, geography, and culture. Only the History excerpt is included below.

History. Many people have tried to understand Latin American history by comparing it to the histories of Europe and the United States. However, it is important to realize that Latin American history has developed in a way that has made Latin American countries quite different from those of Europe and North America. For example, Amerindian, European, and African cultures have lived side by side for many centuries. In contrast, in North America, the U.S. government nearly destroyed Amerindian populations in the 1800's, and then forced the Indians to live on reservations apart from European society. In Latin America, Europeans, Amerindians, and Africans were also far more likely to intermarry than they were in the Anglo-American colonies that became the United States.

The Cuban writer José Martí once noted that "No Yankee or European book could furnish the key to the Hispanoamerican enigma." What he meant was that Latin American nations, like those in other regions of the world, must consider their own unique histories to discover the paths they should follow.

Early inhabitants. The first peoples of Latin America were American Indians. Scientists believe that the ancestors of these peoples came to North America from Asia between 15,000 and 30,000 years ago. Many of them crossed a land bridge that connected Asia and North America across the Bering Strait, which now separates Siberia from Alaska. By 12,500 years ago, they had spread across much of the Americas to the southern tip of South America. Some scientists believe that other early peoples may have arrived by boat and spread southward along the western coast of the Americas.

For thousands of years, the Amerindians lived in small groups, roaming widely in search of animals and edible plants. As people began to settle for longer periods in certain areas, they began to farm. Amerindians were the first people to cultivate cacao, chiles, corn, kidney and lima beans, potatoes, squash, tomatoes, and tobacco. Where agriculture became well established, small villages grew into towns and cities, and diverse civilizations arose.

The earliest of these civilizations was probably the Olmec, which thrived in what is now eastern Mexico from about 1200 to 400 B.C. Another civilization, the Maya, reached its peak from about A.D. 250 to 900 in southern Mexico, the Yucatán Peninsula, and Guatemala. The Maya produced magnificent architecture, painting, pottery, sculpture, and underground irrigation systems. They developed an accurate calendar and a sophisticated writing system. Their mathematics recognized the concept of zero, and their astronomy was unsurpassed in its day. Scholars believe that food crises, population pressures, political turmoil, and warfare caused Maya civilization to collapse and fragment around 900.

The Toltec controlled central Mexico from about 900 to 1200. By the early 1400's, the Aztec had replaced the Toltec as the most powerful people in the area. Both the Toltec and the Aztec built enormous pyramids for ceremonial and religious purposes. During the 1400's, the Mexica, an Aztec people, dominated Mexico's central valley, which they called Anahuac. The Mexica created an empire of loosely joined *city states*, each of which consisted of a city and its surrounding countryside. The Mexica demanded economic tribute from their subjects. They also believed that human sacrifice was necessary to ensure the order of the universe. They captured victims for sacrifice in ritual wars known as Flowery Wars.

In South America, the Inca emerged as the dominant group in the Andes, in what is now Peru. The Inca called their empire Tawantinsuyu. By the 1400's, the Inca capital at Cusco had a population of 200,000. It stood at the center of a far-flung communications network extending over the Andes, from Quito, Ecuador, south to Argentina. Inca farmers cut terraces into steep hillsides and used irrigation canals to carry water to their crops. The Inca had no written language. They used a sophisticated and highly accurate system of knotted strings, known as *quipus*, to keep records.

European discovery and exploration. In 1492, Christopher Columbus, an Italian navigator in the service of Spain, became the first European to reach Latin America. Columbus sailed west from Spain, hoping to find a short sea route to eastern Asia. He landed at the island of San Salvador, in the Caribbean, and believed he had reached Asia.

After Columbus returned to Spain, news of his discovery created great excitement in Europe. To prevent disputes between Portugal and Spain over the newly discovered lands, Pope Alexander VI drew the Line of Demarcation in 1493. This imaginary north-south line lay west of two island groups in the North Atlantic Ocean—the Azores and the Cape Verde Islands. The pope said Spain would have the right to explore and to claim new lands west of the line, and Portugal would have similar rights east of the line. However, the Portuguese soon became dissatisfied because they thought the line gave Spain too much territory. In 1494, Portugal and Spain signed the Treaty of Tordesillas, which moved the line farther west. As a result, Portugal gained the right to settle the eastern section of what is now Brazil. Portugal took possession of this area in 1500, when a Portuguese navigator named Pedro Álvares Cabral landed on the east coast of Brazil.

Columbus made four voyages to Latin America between 1492 and 1502. During these voyages, he explored many islands in the Caribbean and the coasts of what are now Honduras, Costa Rica, Nicaragua, Panama, and Venezuela. Years after his voyages, Columbus continued to believe that he had happened upon outlying islands of Asia. Other explorers soon followed Columbus to Latin America. They quickly realized that the region was not Asia but a new land. Mapmakers named the land *America* in honor of the Italian-born explorer Amerigo Vespucci. Vespucci made several voyages to Latin America in the late 1490's and early 1500's for Spain and Portugal. Vespucci was one of the first explorers to state that the region was a "New World." Spaniards continued to refer to the region as the Indies—a term commonly used by Europeans to describe Asia. They called the native peoples Indians, even after it became clear that the continent was not part of Asia.

In 1513, the Spanish adventurer Vasco Núñez de Balboa crossed Panama and became the first European to see the eastern shore of the Pacific Ocean. His discovery provided additional proof that America was a separate continent between Europe and Asia. In 1520, the Portuguese navigator Ferdinand Magellan became the first European to discover the waterway that connects the Atlantic and Pacific oceans at the southern tip of South America. Magellan sailed down the east coast of South America and through the strait that now bears his name.

The conquest of the American Indians began soon after the Europeans arrived in Latin America. By the mid-1500's, Spanish adventurers known as *conquistadors* (conquerors, spelled *conquistadores* in Spanish) had conquered the great Indian civilizations and given Spain a secure hold on most of Latin America.

The first major conquests of the Indians occurred in Mexico and Central America. The conquistador Hernán Cortés landed in Mexico in 1519. He had heard of a vast and wealthy empire inland. With barely 400 men, Cortés knew he could not defeat an empire rumored to have 250,000 armed men. He approached cautiously, negotiating and fighting with enemies of Montezuma (also spelled Moctezuma) II, emperor of the Aztec people (also known as the *Mexica*).

A woman whom the Spaniards called Doña Marina, and whom the Amerindians called Malinche, accompanied Cortés. Marina had been a slave of the Maya, who had given her to Cortés as a gift. She acted as Cortés's interpreter, thus enabling him to negotiate with the peoples he encountered.

Cortés ultimately conquered the Aztec by forming alliances with their enemies, who did most of the fighting that toppled the Aztec Empire by 1521. The spread of European diseases, chiefly smallpox, among the Indian population also helped Cortés.

The following year, another conquistador, known as Pedrarias, conquered the Indians of what are now Costa Rica and Nicaragua. In 1523, Pedro de Alvarado, one of Cortés's officers, conquered what are now El Salvador and Guatemala. These conquistadors, together with Balboa in Panama, secured Central America for Spain.

In 1532, the conquistador Francisco Pizarro fought his way into Peru with about 180 men. A civil war had recently weakened the Inca empire there. Pizarro asked to meet the Inca ruler Atahualpa. Although he had promised to make a truce with Atahualpa, Pizarro ambushed the emperor's soldiers and captured him. Then, after promising to release Atahualpa, he forced him to choose between being burned alive as a non-Christian or being baptized as a Christian and strangled. Atahualpa chose baptism and strangulation. But his death did not seal the Spaniards' victory in Peru. Inca rebels resisted Spanish rule until the 1570's. Pizarro founded Lima in 1535. The city became Peru's capital and the center of Spanish government in South America. One of the few areas the Spanish failed to conquer was southern Chile. There the Mapuche Indians (called Araucanians by the Spanish) resisted for over 300 years.

Colonial rule. Even before the military conquest of Latin America was complete, Spanish and Portuguese settlers began pouring into the region. Many of them came in search of adventure and mineral wealth. Others established plantations to grow sugar cane, tobacco, and other crops to export to Europe. During the 1600's, the Dutch, English, and French established small colonies in Latin America, chiefly in the Caribbean Islands.

The first century of colonial rule brought a catastrophic decline in the Amerindian population. Most historians agree that by the early 1600's, Latin America's native population of over 25 million had decreased by more than 90 percent. Amerindians died in wars and of overwork, but the main cause of death was European disease, to which the Indians had no natural immunity. Those who survived had to adapt rapidly to a new way of life.

Several groups vied for power in colonial Latin America. They included privileged colonists called *encomenderos*, Roman Catholic missionaries, representatives of the Spanish monarch known as *viceroys*, and Amerindian nobles. During the early 1500's, Spain established the *encomienda* system. Under this system, the Spanish king granted some conquistadors the right to collect tribute from native villages and force the Indians to work on farms or in mines. In return, these conquistadors, known as *encomenderos*, were supposed to protect the Indians and ensure their conversion to Christianity. In practice, the *encomenderos* often treated the Indians harshly and did little to Christianize them.

In contrast to the *encomenderos*, Spanish missionaries focused on converting the Amerindians to Christianity. Many Amerindians accepted baptism and practiced Roman Catholic rituals. However, they embraced Christianity on their own terms, often blending Catholic saints with ancestral gods and continuing to worship ancient deities secretly. This caused great frustration among missionaries, who viewed traditional religious practices as the devil's work.

The missionaries argued that overworking the Amerindians on farms and mines interfered with their efforts at conversion. Several missionaries, especially a Dominican friar named Bartolomé de Las Casas, pleaded for more humane treatment of the Indians. But millions

of Indians died from overwork and harsh treatment. As the Indian population of Latin America declined, Europeans began to import black Africans as slaves (see Slavery). From the 1550's to 1850's over 10 million African slaves arrived in the Americas. Two-thirds of them, or nearly seven million, were sent to Latin America, especially Brazil, where they worked on farms and in mines.

The chief representatives of the Spanish crown in Latin America were the viceroys. The viceroys found it difficult to impose their will upon the *encomenderos*, who were more concerned with their own power and wealth than with obeying orders from Spain. Nor did the viceroys have authority over the missionaries.

A fourth group, Amerindian nobles, continued to govern some native towns and cities during the 1500's. These nobles were known as *caciques* in Mexico and as *curacas* in Peru. There were too few Spaniards to rule all of the Amerindians directly. The Amerindian nobles were responsible to the *encomenderos* for collecting tribute from the local people, most of whom continued to live as they had before the Spaniards arrived.

Protecting the Indians. During the early and middle 1500's, religious and political leaders spent much time discussing the fate of the Amerindians. Las Casas argued that Spain must abolish the *encomienda* system to prevent total destruction of the American Indians. In 1542, the Spanish crown passed laws limiting the *encomenderos*' power. But the *encomenderos* largely ignored these laws. In 1550, King Charles V suspended the conquest of Latin America until lawyers and religious experts could legally and morally justify Spain's actions there. At a great debate in Valladolid, Spain, in the early 1550's, Las Casas argued that missionaries, rather than conquistadors, should carry out the conquest of America because they would do it without violence. Some historians have seen in this argument of Las Casas the first stirrings of the idea of universal human rights.

From the 1550's, the Spanish crown began to pass laws to protect Amerindians from the worst abuses of local officials. In the late 1500's, Spain created the General Indian Court in Mexico to hear cases of abuse of Amerindians and to settle disputes between Amerindians. By the late 1600's, Mexican Indians were using the Spanish legal system to defend their land, liberty, and village *autonomy* (self-government).

Many colonists and Amerindian nobles who depended on indigenous labor ignored the new legal protections. The Amerindians continued to work and pay tribute until the early 1800's.

Early settlers in Brazil found themselves in a sparsely populated land. Most were castaways or exiles from Portugal, and all were men. They settled in coastal areas and showed little interest in conquering the Amerindians, who lived scattered across huge tracts of rough terrain. The settlers traded with the Amerindians, especially for brazilwood, which was used for dyeing cloth.

Christian missionaries were slow to arrive in what is now Brazil. The Jesuits were among the first religious orders to convert and protect the Indians. Initially, the Indians seemed

to be eager converts. Gradually, it became clear that they viewed the missions as havens from colonists who treated them like slaves. By the mid-1500's, brazilwood was no longer the only profitable product, and Portuguese colonists had begun growing sugar cane.

As elsewhere in Latin America, European diseases killed many native people of Brazil. Because growing sugar cane required many workers, the colonists began to enslave Amerindians and import slaves from Africa. As a result, African culture had an especially strong influence in Brazil.

Mestizaje. An important result of the coming together of European, Amerindian, and African peoples was the process of *mestizaje*, the biological and cultural mixing of people of different races and ethnicities. In the early decades after conquest, there were few European women in Latin America. European men took Amerindian and African wives and mistresses. The children born from these unions were not fully European, Amerindian, or African. This situation contrasted notably with the settlement of English North America, where interracial unions were exceptional and racial groups generally existed separately. Mestizos played a significant role as interpreters and mediators between different ethnic and racial groups.

Colonial discontent. During the 1700's, Spain began to enact policy changes designed to reap greater revenues from Latin America. Spain needed money to defend its large empire from European rivals, especially Britain (now the United Kingdom) and France. Some of these policy changes, known as the Bourbon Reforms, hurt the interests of *criollos* (people of Spanish ancestry born in Latin America). For example, the new rules excluded *criollos* from many government and church positions in favor of men born in Spain. The reforms also cracked down on the *criollos*' illegal trade with merchants in European countries other than Spain. Many *criollo* traders lost their livelihood.

The policy changes also put pressure on Amerindian communities. For example, local officials began demanding higher tribute payments from Indian villages. Such demands led to Amerindian rebellions across Spanish America. In 1780, a mestizo called Tupac Amaru launched a famous revolt against Spanish authority in Peru. The Spaniards put down the revolt over the course of three years. About 100,000 people, mostly Amerindians, died in the fighting.

By the late 1700's, *criollos* in Spanish America found themselves in a difficult position. They resented Spanish authority in Latin America, as did many upper-class mestizos. They were also aware of world events, including the Revolutionary War in America (1775-1783) and the French Revolution (1789-1799), and many of them supported the ideas of liberty, equality, and brotherhood. However, the *criollos* feared what would happen if the masses of Amerindians and lower-class mestizos took these ideas seriously.

Amerindian rebellions against colonial government had increased considerably during the second half of the 1700's. The *criollos* worried that without Spain's might, they might not be able to defend themselves against such rebellions. Rather than demand full independence from Spain, some *criollos* favored limited self-rule. Others called for

representation in the Cortes, the Spanish parliament. But they were denied equal status with the representatives in Spain.

The movement toward independence in Latin America was triggered by the French General Napoleon Bonaparte's invasion of the Iberian Peninsula (mostly Spain and Portugal) in 1807 and by the removal of King Ferdinand VII from the Spanish throne in 1808. These events disrupted Spanish authority in America. They sparked uprisings among Latin Americans loyal to Spain, those who favored a limited degree of autonomy, and those who desired complete independence from Europe. While the Spanish crown was preoccupied with events at home, criollos gained control of most of Latin America. Wars of independence broke out throughout the region. From Mexico to Argentina, popular leaders known as *caudillos* mobilized the peasants who fought the wars. The Spaniards also relied upon caudillos for their troops.

Mexico began its revolt against Spain in 1810. Two Roman Catholic priests, Miguel Hidalgo y Costilla and José María Morelos y Pavón, led an uprising of Amerindians and poor mestizos. The initial revolt failed, however, and Spanish troops executed both Hidalgo and Morelos. The uprisings that followed did not express the same sense of grievance from Mexican Indians and the poor. They were led chiefly by elite criollos. Mexico won its independence in 1821.

Central America also gained its independence from Spain in 1821. Central America had little economic importance, and so Spain largely ignored the area. As a result, Central Americans won their independence with little bloodshed. In 1822, Costa Rica, El Salvador, Guatemala, Honduras, and Nicaragua became part of Mexico. In 1823, however, they broke away from Mexico and formed a political union called the United Provinces of Central America. Bitter regional rivalries undermined this union, and each of the states had become an independent republic by 1841. The territory of Panama was a Colombian province from 1821 until 1903, when it rebelled against Colombia with help from the United States and became an independent country. Belize, formerly known as British Honduras, was a British colony from 1862 to 1981, when it gained independence.

Spanish South America. The two greatest heroes in the fight for independence in Spanish South America were the Venezuelan general Simón Bolívar and the Argentine general José de San Martín. Bolívar helped win freedom for Bolivia, Colombia, Ecuador, Peru, and Venezuela. San Martín fought for the independence of Argentina, Chile, and Peru.

The Venezuelan revolutionary Francisco de Miranda led an unsuccessful revolt against the Spanish in 1806. Bolívar, who had been a follower of Miranda's, launched a new campaign in 1813. His armies fought against the Spanish forces for about 10 years before winning a final, great victory at Ayacucho, Peru, in 1824. The victory assured independence for the Spanish colonies in northern South America.

In the south, landowners in Chile declared their country's independence in 1810. However, Spanish forces defeated them. Armies led by San Martín and the Chilean hero

Bernardo O'Higgins won lasting independence for Chile in 1818. Earlier, in 1816, San Martín had freed Argentina from Spanish rule. During the early 1820's, the forces of San Martín and Bolívar fought for Peru's independence. Peru finally became independent in 1826.

Brazil won its freedom from Portugal without a war. After Napoleon invaded Portugal in 1807, the Portuguese ruler, Prince John, fled to Brazil. John returned to Portugal 14 years later, after Napoleon's defeat. He left his son Pedro to govern Brazil, but the Brazilians no longer wanted to be ruled by Europeans. They demanded independence. In 1822, Pedro declared Brazil an empire and took the throne as Emperor Pedro I.

The Caribbean Islands. In 1791, Toussaint Louverture and others led black African slaves in Haiti in a revolt against their French rulers. In 1804, Haiti became the first independent nation in Latin America. The Dominican Republic declared its independence in 1844. A revolt broke out against Spanish rule in Cuba in 1895. The United States sided with the Cuban rebels, which led to the Spanish-American War (1898) between Spain and the United States. The United States won the war, and Cuba became a republic in 1902. Under the terms of the peace treaty, Spain also gave up its colony of Puerto Rico to the United States. Most small West Indian islands remained under British, Dutch, or French control until the mid-1900's. Since then, most of these islands have become independent. Many of the others have gained more control over their affairs.

Early years of independence. The mere fact of independence did not bring peace to Latin America. The new nations faced extraordinary difficulties. The wars had been deeply destructive across the region. Factories, farms, and mines had been destroyed, and many Latin Americans had died in the fighting. Spaniards fleeing the wars had taken their money with them, leaving the new countries with scant resources. Across Latin America, upper-class criollos struggled with one another for power. Many of them disliked new laws that abolished forced labor in mines and tribute payments from American Indians.

Political climate. Beginning in the 1820's, mostly white criollo conservatives and liberals struggled over the shape of governments. Many conservatives preferred to keep things more or less as they had been before independence. Some supported the creation of constitutional monarchies. Others supported the establishment of republics. In general, conservatives agreed that the Catholic Church should remain politically powerful.

Liberals favored policies promoting individual freedoms and equality. In practice, however, they held an unfavorable view of blacks, Indians, and mestizos, who made up majorities in many countries. Most liberals sought to reduce the political power of the church, promote private ownership of property, and educate the people. Liberal constitutions that promoted equality, however, actually stripped Amerindians of the special protections they had under Spanish law. During the 1800's, it was more difficult for Amerindians to be heard by governments than it had been prior to independence. In addition, liberal policies often disrupted Amerindian traditions. For example, they broke up collectively owned lands, forced native people to work for wages instead of living off

the land, and discouraged Amerindians from allowing religion to play a large role in their daily lives.

Many of the new nations formed republics. However, the inexperience of the new leaders led to violent struggles. Ambitious politicians seized power in a number of countries. In other countries, wealthy landowners controlled the government.

Caudillismo. In some of the new nations, the local popular leaders known as caudillos took control of the government. The caudillos and their rural supporters had fought and sacrificed much in the wars for independence. As a result, they were not willing simply to disarm and let urban elites and intellectuals take over their new countries. Their resistance led to a power struggle between the caudillos and liberal politicians.

In Argentina, a caudillo named Juan Manuel de Rosas assumed control of the government in 1829. Rosas ruled until 1852. Through violence, control over the land, and the granting of favors to supporters, he successfully brought other Argentine caudillos under the authority of a central government in Buenos Aires.

Regional conflicts broke out between some Latin American nations and their neighbors during the 1800's. In Mexico, the problems of the post-independence period were compounded by a war with the United States known as the Mexican War (1846-1848). The U.S. government had proclaimed a doctrine called *manifest destiny*, which claimed that the United States should control all of North America. Under this doctrine, the United States waged an opportunistic war against Mexico, still weak from its war for independence. By the Treaty of Guadalupe Hidalgo, which officially ended the war, the United States took from Mexico the regions of California, Nevada, and Utah, most of Arizona and New Mexico, and parts of Colorado and Wyoming.

In the War of the Triple Alliance, also known as the Paraguayan War (1865-1870), Argentina, Brazil, and Uruguay attacked Paraguay. Some historians estimate that Paraguay may have lost about 60 percent of its population in the war. In addition, Argentina and Brazil won about a fourth of Paraguay's territory.

A dispute over Bolivian deposits of *nitrate*, a chemical used for fertilizer, led to the War of the Pacific (1879-1883), which involved Bolivia, Chile, and Peru. Chile claimed the Atacama Desert, which contained Bolivia's rich nitrate fields and provided Bolivia's only access to the Pacific Ocean. Peru sided with Bolivia.

Liberal reforms. After 1850, liberal politicians throughout Latin America began to push for government reforms. Programs varied from country to country, but most reformers promoted the liberal ideals of private property, public education, and a reduced political role for the church.

In Mexico, justice minister Benito Juárez, a Zapotec Indian, passed liberal reforms that reduced the power of the church and the military and forced Amerindians to sell communal lands. These reforms led to a civil war, between liberals and conservatives,

from 1858 to 1860. The liberals won the war, and Juárez was elected president in 1861. Mexican conservatives then persuaded the French to invade Mexico, oust Juárez, and install Austrian Archduke Maximilian as Mexico's emperor. Juárez and his supporters reclaimed the government in 1867, and Juárez continued to push his liberal agenda. He enjoyed support among the urban middle classes and Amerindians. Conservatives, especially large landowners and the church, opposed him, as did some Amerindians who had lost land to his reforms.

International trade. After about 1870, many Latin American governments pursued policies to broaden their trade with Europe and the United States. At that time, most Latin America countries exported agricultural and mineral products to European countries and the United States, and imported manufactured goods from those countries. This economic exchange led foreign investors and Latin American governments to build railroads and improve ports to facilitate trade. In the early 1900's, foreign investors, especially from the United States, put large amounts of money into such businesses as fruit companies, mines, and public utilities. The beginning of the 1900's was also marked by considerable migration from Europe to Latin America.

United States involvement with Latin American politics increased near the end of the 1800's. During the Spanish-American War of 1898, the United States supported Cuban independence from Spain. The United States then set up a military government in Cuba. In 1901, the U.S. government insisted that the Cuban Constitution include the Platt Amendment. This amendment allowed the United States to intervene in Cuba's internal affairs when U.S. interests were threatened. As a result of the war, the United States also acquired the island of Puerto Rico from Spain.

Beginning about 1900, U.S. companies also worked to increase their trade with, and investment in, Latin America. These companies introduced new work methods to Latin America and provided products that many local people wanted to buy. At the same time, they challenged established ways of life and created resentment among farmers, landowners, and workers who felt that U.S. companies benefited at their expense.

During the 1920's and 1930's, the United States routinely dispatched naval forces to Central America in an effort to protect its business interests there. This practice became known as *gunboat diplomacy*. The presence of foreign companies, along with such policies as gunboat diplomacy, contributed to a deepening sense of nationalism within Latin America.

Political circumstances in the early to mid-1900's. As the second century of Latin American independence dawned, much had changed in the region. Leaders had established national governments, and economies had expanded. Such cities as Buenos Aires, Lima, Mexico City, and Rio de Janeiro had grown dramatically. These developments contributed to rising social tensions among Latin Americans. Workers in mines and factories and on haciendas wanted higher wages and better working conditions. Urban, middle-class professionals demanded public education and government services. Peasants in the countryside were losing land to railroads and large

landowners. And new domestic industries wanted economic protections from foreign competition.

In Mexico, such tensions came to a head in 1910, when a liberal politician named Francisco Madero declared himself in rebellion against the government of President Porfirio Díaz. In the interest of modernization, Díaz had built foreign-owned railroads, expanded the size of the government, divided Amerindian lands, and invited U.S. companies to operate in Mexico. Although these policies improved the economy, they hurt the interests of many Mexicans. Madero's rebellion set off what came to be known as the Mexican Revolution.

Two prominent revolutionaries were Emiliano Zapata and Pancho Villa. Zapata led Amerindians in southern Mexico who wanted to hold communal lands and govern their own communities. Villa led agricultural workers and miners who sought better working conditions, higher wages, and fair treatment from employers, many of which were U.S. companies.

The revolution led to many changes. The Constitution of 1917 recognized the right of Amerindian villages to hold land in common. Villages and towns received a role in government. The Constitution granted the state the power to offer public education and increase government support of domestic industry. A land reform program of the 1930's gave farms to millions of landless peasants. These policies served to level social differences to some degree. At the same time, the revolution ushered in a long period of strong centralized government. See also Mexico (The dictatorship of Porfirio Díaz); Mexico (The Revolution of 1910).

In South America, the Great Depression of the 1930's, a worldwide economic slump, brought unemployment and poverty to many people, especially those in growing cities. In these circumstances, political leaders known as *populists* took center stage in several countries. They included Juan Perón in Argentina, Getúlio Vargas in Brazil, Victor Haya de la Torre in Peru, and Jorge Gaitán in Colombia. These leaders blended a variety of political ideas, referring to themselves as defenders, fathers, and teachers of the people. They argued that the working and middle classes should have a role in government. They also drew upon a deep sense of resentment among South Americans against foreigners, especially North Americans in the United States.

As had leaders before them, the populists sought to modernize their countries while balancing competing demands. In Argentina, Perón promised workers better wages and working conditions. But he also told employers that he would help them control workers' organizations, keep them from striking, and promote national industry. Perón urged workers to join government-approved labor unions and repressed Communist workers. In Brazil, Vargas followed similar policies. In Colombia and Peru, Gaitán and Haya de la Torre said they wanted to end political corruption among the wealthy, protect small-property owners, and provide workers with dignity in their jobs.

High-level politicians, conservative business people and landowners, and some members of the middle class opposed the populist movement. They feared they would lose their political, financial, and social standing if the working class became too powerful. City streets became places where supporters and opponents of populism addressed the public and held protests.

Populist leaders vowed to work toward economic growth while maintaining social peace, but political and social tensions persisted. In 1948, Gaitán was shot to death in Bogotá, Colombia, just before a presidential election. Perón's support began to slip in the early 1950's, as the Argentine economy slowed. Perón then began to take unpopular measures against his critics, such as closing down a prominent Buenos Aires newspaper in 1951. In 1955, the Argentine military forced Perón to resign.

Democratic reforms. Throughout Latin America, the period immediately following World War II (1939-1945) was one of hope that democracy and economic development could solve the region's problems. Guatemala, for example, gave the right to vote to women and people who could not read and write, improved working conditions on farms, and distributed unused land belonging to the U.S.-owned United Fruit Company to landless peasants. The U.S. government, concerned about the spread of Communism and its business interests in Latin America, backed a military *coup* (take-over of the government) that ousted Guatemala's reformist President Jacobo Arbenz Guzman in 1954. This violated the Good Neighbor Policy of the United States, agreed to in the 1930's, under which the U.S. government had promised to stay out of other nations' affairs.

The Cuban Revolution. By the mid-1950's, there was a growing sense of frustration across Latin America. Populist leaders had achieved economic growth, but not political peace, in their countries. Reformers, such as President Arbenz Guzman, had met conservative resistance at home and U.S. opposition. Some Latin Americans began to think that perhaps armed struggle was the only way for their countries to progress.

In Cuba, Fidel Castro and Che Guevara led an armed rebellion against President Fulgencio Batista y Zaldívar. Batista ruled as a dictator and was widely regarded as a corrupt politician at the service of wealthy Cubans and foreign companies. Castro, a Cuban lawyer, and Guevara, an Argentine physician, led bands of guerrilla fighters against Batista's government for nearly three years, until they defeated it in 1959.

After overthrowing Batista, the Cuban rebels set up a Communist government, with Castro as its head. The Castro government developed close ties with the Communist government of the Soviet Union, then the main rival of the United States in a struggle for international power known as the Cold War. Castro later pledged to aid Communist rebels in other Latin American countries.

In 1961, the United States created the Alliance for Progress to provide economic assistance to Latin American countries. The United States hoped the alliance would help prevent widespread revolution by alleviating financial pressures in Latin America. By the late 1960's, the alliance had failed, mainly because it spent more time and resources

strengthening military forces to stand against Communism than promoting democracy and economic development.

The rise of military regimes. The Cuban Revolution had an electrifying effect in Latin America. Some throughout the region began to argue for revolutionary change. By the end of the 1970's, the growth of Latin American economies slowed, and organized workers began making stronger demands on governments. All these developments caused many Latin Americans to worry that their societies were falling into disorder.

The attitudes of Roman Catholic clergy caused considerable anxiety among conservatives. In 1968, a conference of bishops held in Medellin, Colombia, encouraged governments to address the problem of poverty by giving the poor preferential treatment. In his book *A Theology of Liberation* (1971), the Peruvian priest Gustavo Gutiérrez wrote that Christian ideals demanded a commitment to creating a just society that would seek to free individuals from poverty. Many upper- and middle-class Latin Americans worried that the Catholic Church, which had long upheld conservative values, was beginning to align itself with political radicals and the poor.

In these circumstances, some military officers argued that only they could prevent their countries from becoming Communist. In Brazil, military forces overthrew President João Goulart in 1964, ushering in 20 years of military rule. Argentina experienced repeated military coups during the 1960's and 1970's. In Chile, a military coup led by General Augusto Pinochet toppled popularly elected socialist President Salvador Allende in 1973. The United States supported the coup.

The new leaders believed their countries could not progress economically until they rooted out Communist influences. They enacted conservative policies and suppressed their political opponents, even though the number of Communists in their countries was small. In a number of countries, military governments carried out campaigns of repression known as "dirty wars." Their political opponents "disappeared" or were tortured or killed in an effort to eliminate political conflict.

Not all military regimes were conservative. In Peru, military leaders seized the government in 1968 and named General Juan Velasco Alvarado president. The new government promised to end Peru's dependence on foreign investment and sought to find a middle ground between capitalism and Communism. It took over most of Peru's plantations and turned many of them into cooperatives managed by workers. In the early 1970's, it began an industrial reform program that gave workers partial control over some industries. Like other military regimes of this period, Peru's government arrested and exiled some of its political opponents.

Return to civilian government. During the late 1960's and early 1970's, armed uprisings took place in El Salvador, Guatemala, and Nicaragua. The rebels opposed military dictatorship and wanted representation in government. In Nicaragua, the Sandinista National Liberation Front, led by Daniel Ortega, overthrew the government of Anastasio

Somoza Debayle in 1979. Ortega's government enacted reforms similar to those enacted by democratic reformers in the 1950's.

During this period, the United States became involved in efforts to overthrow several Latin American governments. In Nicaragua, it funded a counterrevolutionary army known as the *contras*, which aimed to overthrow the Sandinistas. In Guatemala and El Salvador, the United States provided training and equipment to armed counterrevolutionaries who opposed their nations' military rulers.

By the 1980's, military rulers faced growing opposition among ordinary citizens. Many Latin Americans disapproved of their governments' violations of human rights or were impatient with their countries' slow economic growth. Following an election in 1983, Argentina returned to civilian rule. A civilian president took office in Brazil in 1985. And in 1988, Chile held a *plebiscite* (vote of the people) on Pinochet's rule. The vote resulted in Pinochet's defeat, and he stepped down in 1990.

Neoliberalism. During the 1990's, in keeping with global trends and in response to pressures from international financial organizations, many Latin American countries adopted *neoliberal* theories of economic growth. Neoliberal theories support free-market activity over government regulation of the economy. Neoliberal policies have had mixed results. Latin American countries have strengthened their banking systems and reduced government inefficiency, but they have also cut funding for social services to help the poor. Many countries have reduced trade protections for domestic industries and *privatized* some industries—that is, sold state-controlled industries to private companies.

In 1993, Mexico, the United States, and Canada signed the North American Free Trade Agreement (NAFTA), which took effect in 1994. This agreement allowed for the freer movement of goods and money across international borders. NAFTA has had significant effects in both Mexico and the United States. Some American companies have relocated to Mexico, where wages are lower, causing many American workers to lose their jobs. In Mexico, the economy has grown and some workers have benefited. However, many Mexicans, who hoped that NAFTA would lead to higher wages and better working conditions, have been disappointed. Many have migrated to the United States seeking better employment opportunities.

Soon after NAFTA went into effect, Maya Indians took control of several towns in the Mexican state of Chiapas. The rebels' spokesperson said the adoption of NAFTA was one reason they revolted, claiming the treaty would harm them economically. The rebel group called itself the Zapatista Army of National Liberation. More than 100 people died in fighting between the Zapatistas and government troops. The government regained possession of the towns within a week and declared a cease-fire on Jan. 12, 1994. Since then, the Zapatista movement has developed as a peaceful campaign against the poverty and discrimination faced by indigenous Mexicans.

In the early 2000's, Latin America faced serious economic, political, and social problems. Many people lived in poverty, the gap between rich and poor continued to widen, and rapid population growth put pressure on the region's resources. In addition, a large illegal drug trade had persisted in a number of countries since the 1970's.

Latin Americans in several countries elected leftist or reform-oriented presidents in the late 1990's and early 2000's. These included Luiz Inácio Lula da Silva in Brazil, Hugo Chávez in Venezuela, Evo Morales in Bolivia, Néstor Kirchner and Cristina Fernández de Kirchner in Argentina, and Michelle Bachelet in Chile. Such leaders have questioned the ideal of *globalization*—that is, the extension of culture and commerce across traditional national boundaries. They have also favored policies to reduce somewhat their countries' economic dependence on the United States and on international financial organizations, such as the International Monetary Fund. At times, they have argued that Latin Americans, and not foreign investors, should have control of, and profit from, natural resources and industries in their countries. They also have promised to improve the welfare of indigenous and working-class people.

In December 2007, the leaders of Argentina, Bolivia, Brazil, Ecuador, Paraguay, Uruguay, and Venezuela signed agreements to establish the Bank of the South. The bank was created to provide loans for economic and social projects in South America. The following month, Cuba, Bolivia, Nicaragua, and Venezuela founded another similar development bank. The four countries are members of the Bolivarian Alternative for the Americas (ALBA), a left-leaning trade group led by Venezuela.

In 2008, South America's 12 nations, including members of Mercosur and the Andean Community, created the Union of South American Nations (UNASUR). Modeled after the European Union, UNASUR seeks to increase economic and political ties among its members.

Source: On-line edition of the World Book Encyclopedia (2014)

Contributors: Brian P. Owensby, Ph.D., Professor of History, University of Virginia. and Mary Weismantel, Ph.D., Professor, Department of Anthropology, Northwestern University.

Additional Reference: A similar reference article entitled, "History of Latin America" may be accessed at Britannica.com at <https://www.britannica.com/place/Latin-America>

U.S. Foreign Assistance to Latin America and the Caribbean

Note to Teachers: Beyond developing an understanding of the general history of the region of Latin American, it is also important to note the substantial foreign investment made to the region on the part of the United States. Below is a brief snap shot of the U.S. investment.

Geographic proximity has forged strong linkages between the United States and the nations of Latin America and the Caribbean, with critical U.S. interests in the region encompassing economic, political, and security concerns. U.S. policymakers have emphasized different strategic interests in the region at different times, from combating Soviet influence during the Cold War to advancing democracy and open markets since the 1990s. U.S. policy toward the region from 1946 through 2016 has been designed to promote economic and social opportunity; ensure citizen security; strengthen effective democratic institutions; and secure a clean energy future. As part of broader efforts to advance these priorities, the United States has provided Latin American and Caribbean nations with substantial amounts of foreign assistance. Congress authorizes and appropriates aid for the region, and engages in oversight of assistance programs. In recent years, the annual State Department, Foreign Operations, and Related Programs appropriations measure has been the primary legislative vehicle through which Congress reviews U.S. assistance and influences executive branch policy toward the region.

Trends in Assistance

Since 1946, the United States has provided more than \$160 billion of assistance to the region in constant 2013 dollars (or nearly \$78 billion in historical, non-inflation-adjusted, dollars). Funding levels have fluctuated over time, however, according to regional trends and U.S. policy initiatives. U.S. assistance spiked during the 1960s under President Kennedy's Alliance for Progress, and then declined in the 1970s before spiking again during the Central American conflicts of the 1980s. After another decline during the 1990s, assistance remained on a generally upward trajectory through the first decade of this century, reaching its most recent peak in the aftermath of the 2010 earthquake in Haiti. Aid levels for Latin America and the Caribbean declined in each of the four fiscal years between FY2011 and FY2014 before increasing slightly in FY2015.

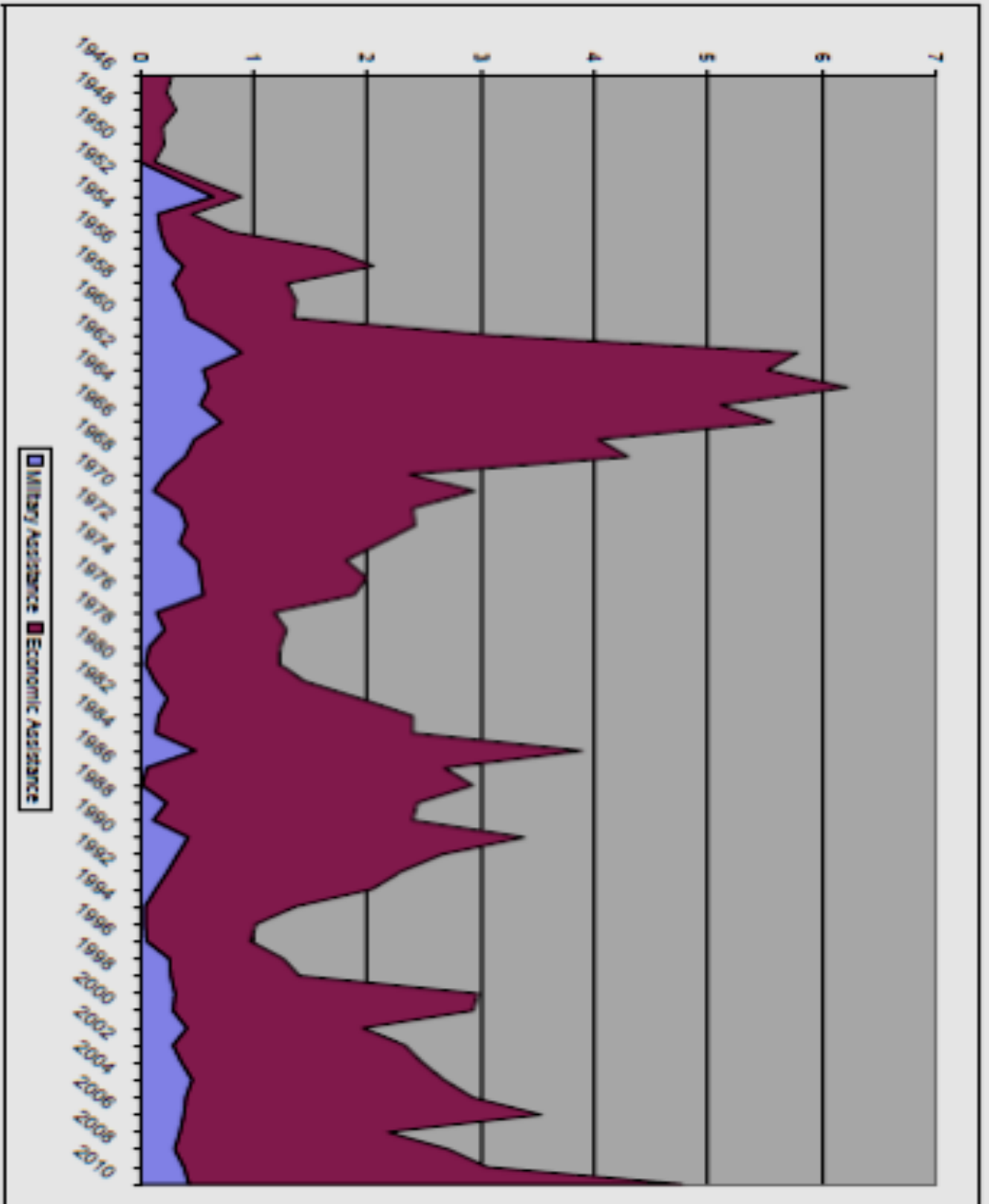
On December 10, 2016, President Obama signed into law a continuing resolution that funded most foreign aid programs at the 2016 level, minus an across-the-board reduction of 0.1901%, until April 28, 2017. The Obama Administration's 2017 foreign aid budget request included \$1.7 billion to be provided to Latin America and the Caribbean through the State Department and the U.S. Agency for International Development (USAID). Under the request, the amount of aid provided to the region would remain relatively flat compared to FY2016, but the allocation of assistance within the region would change in several ways. The request would provide additional assistance to Central American nations to address the root causes of emigration from the sub-region and additional assistance to Colombia to help end its five-decade internal armed conflict. Conversely, the request would reduce funding for U.S. security initiatives in Mexico, Central America, and the Caribbean. The 115th Congress will need to complete action on 2017 appropriations for the balance of the fiscal year.

The future funding levels of foreign aid programs to Latin America and the Caribbean have yet to be determined, but the initial forecast signals a significant loss of funding. The

Trump administration's 2018 [budget request](#) to Congress delivered in May 2017 would slash assistance to Latin America and the Caribbean by 35 percent from 2016 levels. The final budget will likely reflect Congressional modifications

See the graph on the following page for U.S. investment trends in Latin America and the Caribbean, for fiscal years 1946-2010.

Figure 1. U.S. Assistance to Latin America and the Caribbean, FY1946-2010
(Obligations in billions of constant 2010 U.S. dollars)



Source: USAID, U.S. Overseas Loans and Grants: Obligations and Loan Authorizations, July 1, 1945-September 30, 2010 (Greenbook), April 2012.

Notes: Includes aid obligations from all U.S. government agencies.

Sources: Adapted from Congressional Research Services, <https://fas.org/spp/crs/row/R44647.pdf> and The Miami Herald, <http://www.miamiherald.com/news/local/news-columns-blogs/andres-oppenheimer/article152709879.html>

LATIN AMERICA



Map of Latin America



Latin America



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Source: http://www.worksheeto.com/postpic/2011/09/latin-america-map-printable_613266.jpg

Lesson Plans and Classroom Activities for the Secondary Classroom

- Hispanic Heritage and Culture - Middle and Senior High School
- Hispanic Heritage Travel Brochures - Middle and Senior High School
- Notable Hispanics – Middle and Senior High School
- Hispanic Population Growth – Middle School
- Analyzing Graphs - Hispanic Population Growth – Senior High School
- Community Survey - Hispanics by the Numbers – Middle and Senior High School
- Political Cartoons – Middle and Senior High School
- The Immigrant Experience – Past and Present – Middle and Senior High School

**Hispanic Heritage Month
Secondary
Lesson Plan**

GRADE LEVEL: Social Studies – Secondary – Middle and Senior High School

TITLE: Hispanic Heritage and Culture

OBJECTIVES: Objectives from the Florida Standards are noted with FS.

1. The student will research and compile information on the history and cultures of several Latin American nations, including their own nation of ancestry (if applicable).
2. The student will identify key characteristics of culture (e.g., language, government/politics, education, art, music, dance, religion, traditions, food).
3. The student will locate Latin American nations on a map.
4. The student will conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (FS)
5. The student will distinguish among fact, opinion, and reasoned judgment in a text. (FS)
6. The student will determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (FS)
7. The student will use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (FS)

SUGGESTED TIME: 1-2 class periods, with additional time for research and homework.

DESCRIPTION OF ACTIVITIES:

TEACHER'S NOTE: Separate directions and written assignments are provided in this lesson plan for middle and senior high school students. In both instances, the lesson requires research and homework.

1. Explain that this month we are celebrating and studying Hispanic heritage and the many Hispanic cultures found in Latin America. Latin America includes a number of nations within North America (Mexico), Central America, South America and the Caribbean.
2. Show students a map of Latin America so they can identify the countries included in the region. Ask students if any of them or their families are from Latin American countries. List the countries on the board represented within the class and review the map once again so students can see where the countries are located. (Maps are provided in the Background section of this instructional resource guide.)
3. Have students select two Latin American nations to research; i.e., nations in North America (Mexico), Central America, South America and the Caribbean (**TEACHER'S NOTE:** One nation will likely be their country of origin if they are of Hispanic heritage.)
4. Have students complete the attached research assignment entitled, "Hispanic Heritage and Culture." (**Separate assignments for middle and senior high school are provided.**)

Allow students to begin the research on the first nation in class. As a homework assignment, have students finish the research on the first county and then complete the research on a second country.

ASSESSMENT STRATEGY: Completion of "Hispanic Heritage and Culture" assignment.

MATERIALS/AIDS NEEDED: "Hispanic Heritage and Culture" assignment (provided for both middle and senior high school students); maps of Latin America (provided in the Background section of this instructional resource guide); research resources .

EXTENSION ACTIVITIES: If time permits, the research can be presented to the class as a media presentation or it may be compiled into an "encyclopedia" of Latin America.

Hispanic Heritage and Culture (Middle School)

Directions: Complete the research on the two countries you have selected. Answer all questions for both countries on your own paper.

1. What country are you researching? Where is the country located? (North America, the Caribbean, Central America, South America)
2. On a map of Latin America, locate the country. Draw or locate a larger blank map of the country and complete the following:
 - Label the capital city.
 - Label the bodies of water that border the country, if any.
 - Draw and label the major rivers or landforms, such as mountains.
3. Research the nation's flag. Draw or locate an image of the flag and include it with this report. What do the colors and the symbols on the flag represent?
4. What country first explored and settled the country you are researching? What was the purpose of the early exploration?
5. How did the country get its name?
6. Were there any native people in the country at the time of exploration? Who were these people and how were they treated by the early explorers? How are they treated now?
7. Explore the cultural traditions of the nation and answer the following:
 - What foods are enjoyed by the people in the country?
 - What holidays and traditions are celebrated in the country?
 - What kind of dances and music are enjoyed in the country?
8. When and how did the nation become independent?
9. What type of government does the nation have now? Who is the leader of the country?
10. What is the economy of the country based on? (e.g., industry, manufacturing, farming)
11. What major political, social or economic problems does the nation face today?
12. Write a 1-2 page encyclopedia-style article summarizing what you learned about this country. Be sure to include information on the history and culture of the nation,

as well as a description of the nation's government, economy, and current issues or problems facing the nation.

Hispanic Heritage and Culture (Senior High School)

Directions: Complete the research on the two countries you have selected. Answer all questions for both countries on your own paper.

1. What is the name of the country you are researching? Where is the nation located?
2. Draw or find a blank map of the country and complete the following:
 - Label the capital city and 3 other major cities.
 - Label the bodies of water that border the country, if applicable.
 - Draw and label the major rivers and lakes or landforms, such as mountains.
3. How did the country get its name? Who named it?
4. Research the nation's flag. Draw or locate an image of the flag and include it with this report. What do the colors and the symbols on the flag represent?
5. Briefly describe the history of the nation from its earliest settlement to today.
 - What country first explored and settled the country? What was the purpose of the early exploration?
 - Were there any native people in the country at the time of exploration? Who were these people and how were they treated by the early explorers? How are they treated now?
 - What conflicts or problems occurred during the nation's history?
 - When and how did the nation become independent?
6. Research the cultural traditions of the nation and answer the following:
 - What foods are enjoyed by the people in the country?
 - What holidays and traditions are celebrated in the country?
 - What kind of dances and music are enjoyed in the country?
7. What type of government does the nation have? What is the nation's relationship with other countries in Latin America and with the United States?
8. What is the economy of the country based upon? (e.g., industry, manufacturing, farming)
9. What political, social or economic problems does the nation face today?

10. Write a 2-3 page encyclopedia-style article summarizing what you learned about this country. Be sure to include information on the history and culture of the nation, as well as a description of the nation's government, economy, and current issues or problems facing the nation.

**Hispanic Heritage Month
Secondary
Lesson Plan**

GRADE LEVEL: Social Studies – Secondary – Middle and Senior High School

TITLE: Hispanic Heritage Travel Brochures

OBJECTIVES: Objectives from the Florida Standards are noted with FS.

1. The student will research and compile information on the culture of a Spanish-speaking nation and create a travel brochure promoting tourism in the country.
2. The student will conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (FS)
3. The student will determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (FS)
4. The student will use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (FS)

SUGGESTED TIME: 1-2 class periods, with additional time for research.

DESCRIPTION OF ACTIVITIES:

TEACHER'S NOTE: This lesson is a natural extension of the previous lesson entitled "Hispanic Heritage and Culture." At the teacher's discretion, students may develop a travel brochure for a country previously researched or students may be asked to create a travel brochure for a new nation.

1. Before beginning the lesson, collect travel brochures from travel agents, the local chamber of commerce, a near-by convention or visitor's bureau, or find examples online. Two on-line sources include:
 - <http://www.notesfromtheroad.com/> - This site offers photos, maps, and narratives on places all over North and Central America.
 - <http://www.nationalgeographicexpeditions.com/> - This National Geographic travel guide site contains in-depth information on a variety of destinations.
2. Discuss the purpose and contents of travel brochures with students.

A travel brochure is a paper or on-line document mainly used to advertise and inform potential visitors about a country or specific point of interest within a country. Depending on whether the travel information is found in a brief tourist brochure or contained in a full-size travel book, information may include: photos, maps, information on language, customs, celebrations, traditions, and, safety advisories, if needed.

3. Show students examples of the travel guides collected and discuss the kinds of information included in each sample.
 - Are there maps? photos? diagrams? other illustrations?
 - What kind of language and vocabulary is used?
 - How is text presented? paragraphs? bulleted lists?
 - Are there specific places highlighted? What kind?
4. Working in pairs or triads, have students choose one of the countries in Latin America where Spanish is the official language and develop a travel brochure for the country or for one important location/place of interest within the country. (**TEACHER'S NOTE:** At the teacher's discretion, students may develop travel brochures for the countries previously researched or students may be asked to create travel brochures for a new nation.)
5. Tell students to use library sources or the Internet to research information about the country or location/place of interest within the country. To help students to decide what to include in the brochure, share the information on the handout entitled "Things to Include in a Travel Brochure" (provided).
6. After students complete their research, have them design and create the brochure using poster board or, if technology is available, a multimedia presentation.
7. If time is available, have students make oral presentations on their travel brochure. Travel brochures may also be displayed in the classroom.

ASSESSMENT STRATEGY: Completion of the travel brochure assignment.

MATERIALS/AIDS NEEDED: Samples of travel brochures; "Things to Include in a Travel Brochure" (provided); and, research resources.

EXTENSION ACTIVITIES: Ask students to plan a one-week vacation to the nation they researched. Calculate air fares to the country, hotel accommodations, and the cost of tours or other tourist activities.

SOURCE: Adapted from a Hispanic Heritage lesson developed by Lois Lewis for Education World, <http://www.educationworld.com>; and, a lesson at readwritethink.org

Things to Include in a Travel Brochure

- Brief background on the country, with highlights of important places
- Location, including a map
- Geography
- Major cities and well-known places
- Historic sites and landmarks
- Recreation and outdoor activities - parks, sports, water
- Entertainment
- Climate and overall weather conditions
- Transportation
- Arts and Culture, including museums, theaters, places to visit
- Languages and local dialect
- Food that the area is known for
- Pictures/graphics
- Additional information

Source: readwritethink.org

**Hispanic Heritage Month
Secondary
Lesson Plan**

GRADE LEVEL: Social Studies – Secondary – Middle and Senior High School

TITLE: Notable Hispanics

OBJECTIVES: Objectives from the Florida Standards are noted with FS.

1. The student will research the contributions of notable Hispanic Americans.
2. The student will compile a biography about a notable Hispanic that includes information on their important contributions.
3. The student will conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (FS)
4. The student will determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (FS)
5. The student will use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (FS)
6. The student will integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. (FS)
7. The student will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (FS)

SUGGESTED TIME: 1-2 class periods, with additional time for research and homework.

DESCRIPTION OF ACTIVITIES:

1. Explain that Hispanics have made important contributions to the community, nation, and world in many different endeavors, including government, science, art, music, literature, sports, and more. Explain that students will research the life and contributions of several notable Hispanics.
2. With the class, brainstorm a list of Hispanics that have made a lasting contribution in various categories (e.g., government, science, art, music, literature, sports). Add to the list using the list of “Notable Hispanics” (provided).

(TEACHER’S NOTE: The list of Notable Hispanics has been compiled from several sources. Add to or delete from the list as needed/appropriate.)

3. Review the terms biography (a description of a person’s life) and autobiography (a history of a person's life written or told by that person). Explain that in this lesson, students will compile a brief biography of two notable Hispanics.
4. Ask each student to select and research two Hispanics from the list. Using available resources, including the Internet, have students complete the attached “Biography Profile” (provided) for each individual selected.

Following the research, have students write a 2-3 page encyclopedia-style article for both individuals they researched. (See the last question on the “Biography Profile.”)

TEACHER’S NOTE: Short biographies on many notable Hispanics may be found at the following sites:

- InfoPlease - <http://www.infoplease.com/spot/hhmbioaz.html>
- Biography - <http://www.biography.com/people/groups/notable-hispanic-women>
- Time
<http://content.time.com/time/specials/packages/0,28757,2008201,00.html>

ASSESSMENT STRATEGY: Completion of two “Biography Profiles” and essays.

MATERIALS/AIDS NEEDED: List of “Notable Hispanics” (provided); “Biography Profile” assignment (provided); available research resources

EXTENSION ACTIVITIES: If time permits, have students use the “Biography Profile” assignment to conduct a class presentation. These narratives can also be bound together to create a book.

Notable Hispanics

[Julia Alvarez](#), writer

[Luis Walter Alvarez](#), Nobel Prize-winning physicist

[Desi Arnaz](#), actor

[Joan Baez](#), folk singer and activist

[David Barkley](#), soldier and Medal of Honor recipient

Simon Bolivar, statesman

Fernando Bujones, ballet dancer

Pablo Casals, musician

[Franklin Chang-Diaz](#), astronaut

[Cesar Chavez](#), labor leader

[Linda Chavez-Thompson](#), labor leader

[Henry Cisneros](#), former U.S. Secretary of Housing and Urban Development

[Sandra Cisneros](#), writer

[Roberto Clemente](#), baseball player

[Celia Cruz](#), singer

Salvador Dali, painter

Ruben Dario, poet

[Sammy Davis, Jr.](#), singer, actor

Walt Disney, artist, innovator

Domenico Theotocopoulos "El Greco", painter

Jamie Escalante, teacher

David G. Farragut, Admiral

Carlos Juan Finlay, physician

[Dolores Huerta](#), labor leader

Frida Kahlo, artist

[Jose Limon](#), modern dancer and choreographer

[Nancy Lopez](#), golfer

[Juan Marichal](#), baseball player

Jose Marti, writer, revolutionary leader

[Melquiades Martinez](#), U.S. Secretary for Housing and Urban Development

[Pedro Martinez](#), baseball player

Joan Miro, artist

[Mario Molina](#), Nobel Prize-winning chemist

[Rita Moreno](#), actress, singer, dancer

[Anthony Munoz](#), football player

Luis Munoz Marin, Governor of Puerto Rico

[Carlos Noriega](#), astronaut

[Antonia Novello](#), U.S. Surgeon General

[Ellen Ochoa](#), astronaut

[Severo Ochoa](#), Nobel Prize-winning biochemist

Pablo Picasso, painter

Federico Pena, U.S. Secretary of Transportation

[Alex Rodriguez](#), baseball player

[Chi Chi Rodriguez](#), golfer

[John Ruiz](#), boxer

[Alberto Salazar](#), marathoner

[Carlos Santana](#), guitarist, singer

[Luis Santeiro](#), writer

Andres Segovia, musician

Juan Seguin, soldier, Texas State Senator

[Junípero Serra](#), missionary

[Richard Serra](#), sculptor

[Sammy Sosa](#), baseball player

[Gary Soto](#), writer

Sonia Sotomayor, Supreme Court Justice

Loreta Janeta Velásquez, Civil War soldier

[Nydia Velásquez](#), U.S. Representative

Sources:

1. Infoplease.com
2. Scholastic.com

Biography Profile

Name of the notable Hispanic you researched: _____

Topic	Notes
<p>Early Life</p> <ul style="list-style-type: none">• Date and Place of Birth• Childhood• Family Life• Early challenges and successes	

Biography Profile (continued)

Topic	Notes
Challenges Faced in Career	

Biography Profile (continued)

Review the notes and research you have conducted.

Write 2-3 page encyclopedia-style article on your own paper summarizing what you have learned about the person you researched. Include a description of the contributions made by the person. Also include a description of the positive characteristics you feel this person demonstrated during his or her life.

**Hispanic Heritage Month
Secondary
Lesson Plan**

GRADE LEVEL: Social Studies – Secondary – Middle School

TITLE: Hispanic Population Growth

OBJECTIVES: Objectives from the Florida Standards are noted with FS.

1. The student will analyze the projected population growth of Hispanics in the United States.
2. The student will interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (FS)

SUGGESTED TIME: 1 class period

DESCRIPTION OF ACTIVITIES:

1. Explain that in this lesson, students will learn that Hispanics are one of the fastest growing minority groups in the United States. (Asians are currently the fastest growing group.) They will examine the growth by studying and answering questions based on a pie chart.
2. To review, explain that a pie chart uses “pie slices” to show the size of data (information). Practice creating a pie chart with students using the handout entitled “Creating a Pie Chart” (provided).
3. Distribute copies of the assignment entitled, “Hispanic Population of the United States, 2013 and 2060 (Estimated)” (provided). Have students answer the questions regarding Hispanic population growth using the pie chart as a reference.

TEACHER’S NOTE: The estimated population growth of various racial/ethnic population in the U.S. is constantly adjusted by the U.S. Census Bureau. The current growth rate for Hispanics has been adjusted downward to approximately 28% by 2060. The pie charts in the activity in this lesson plan reflect the previous projections.

4. As a class, review the answers to the assignment.

ASSESSMENT STRATEGY: Completion of the pie chart assignment.

MATERIALS/AIDS NEEDED: “Creating a Pie Chart” (provided); “Hispanic Population of the United States, 2013 and 2060 (Estimated)” (provided).

EXTENSION ACTIVITIES:

- a. Create additional pie charts regarding Hispanic demographics by using the directions provided on “Creating a Pie Chart” or create pie charts electronically by

utilizing the application at Kids' Zone,

http://nces.ed.gov/nceskids/graphing/classic/bar_pie_data.asp?ChartType=pie

- b. [Research the factors contributing to](#) the current growth rate for Hispanics being adjusted downward from 31% to approximately 28% by 2060.

SOURCE: "Creating a Pie Chart" adapted from Math is Fun at <http://www.mathsisfun.com/data/pie-charts.html>; "Hispanic Population of the United States, 2013 and 2060" adapted from TIME for Kids.

Creating a Pie Chart

How do you create a pie chart that shows the size of the data or information you collected? Follow the steps below.

- Imagine you asked your classmates which kind of movie they like best. Here are the results:

<i>Table: Favorite Type of Movie</i>					
Comedy	Action	Romance	Drama	SciFi	TOTAL
4	5	6	1	4	20

- Next, divide each value by the total and multiply by 100 to get a percent:

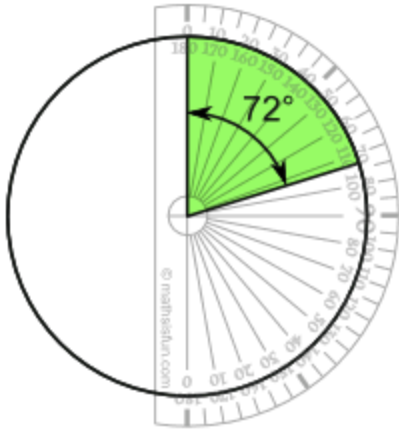
Comedy	Action	Romance	Drama	SciFi	TOTAL
4	5	6	1	4	20
$4/20 = 20\%$	$5/20 = 25\%$	$6/20 = 30\%$	$1/20 = 5\%$	$4/20 = 20\%$	100%

- Now you need to figure out how many degrees for each "pie slice" (correctly called a sector). A full circle has 360 degrees, so we do this calculation:

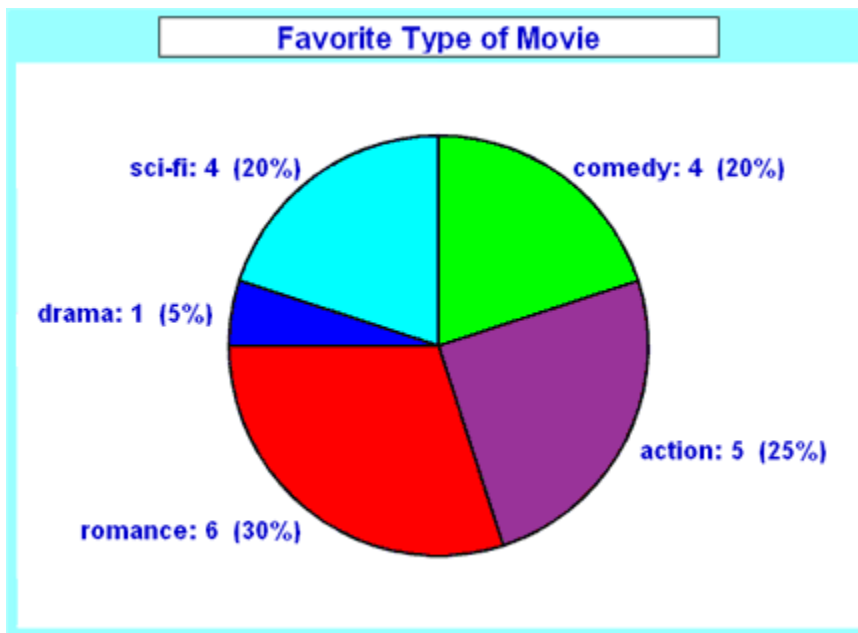
Comedy	Action	Romance	Drama	SciFi	TOTAL
4	5	6	1	4	20
$4/20 = 20\%$	$5/20 = 25\%$	$6/20 = 30\%$	$1/20 = 5\%$	$4/20 = 20\%$	100%
$4/20 \times 360^\circ = 72^\circ$	$5/20 \times 360^\circ = 90^\circ$	$6/20 \times 360^\circ = 108^\circ$	$1/20 \times 360^\circ = 18^\circ$	$4/20 \times 360^\circ = 72^\circ$	360°

Creating a Pie Chart (continued)

- Now you are ready to start drawing! First, draw a circle. Next, use your protractor to measure the degrees of each sector. Here is the first sector ...



5. The final pie chart looks like this.

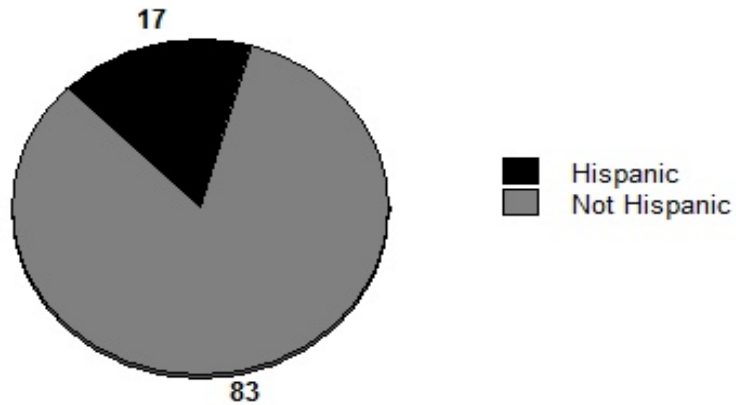


Source: Math is Fun, <http://www.mathsisfun.com/data/pie-charts.html>

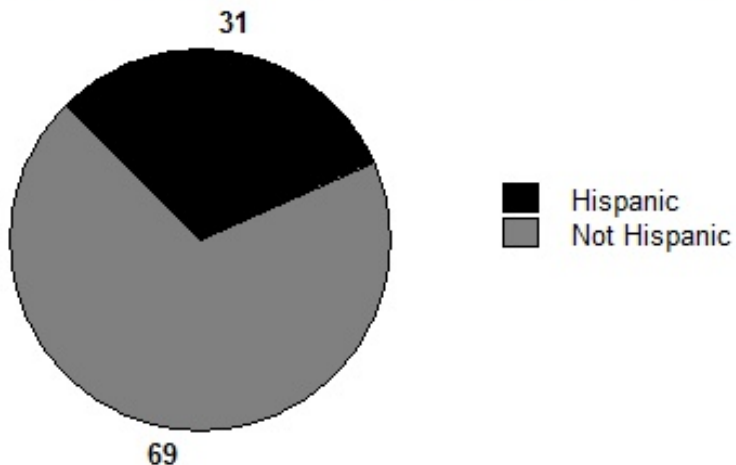
Hispanic Population of the United States, 2013 and 2060 (Estimated)

Hispanics are one of the fastest growing minority groups in the United States. (Only the Asian population is growing faster.) The pie chart below shows how the Hispanic population is expected to increase between 2013 and 2060. Use the pie charts to complete the questions.

Hispanic Population of the United States, 2013



Hispanic Population of the United States, 2060



The numbers on the pie charts are in percentages (%).

Hispanic Population of the United States, 2013 and 2060 (Estimated) continued Questions:

1. By how many percentage points is the Hispanic population expected to increase in the U.S. between 2013 and 2060?
-

2. True or False and explain your answer: It is expected that in 2060, about one third (1/3) of the U.S. population will be Hispanic.

3. What information do you think the U.S. Census Bureau uses to predict population growth?

4. Many Hispanics speak both English and Spanish. What are some advantages of speaking two languages?

Sources: Activity adapted from TIME for Kids; Pie graphs created at Kids' Zone, http://nces.ed.gov/nceskids/graphing/classic/bar_pie_data.asp?ChartType=pie

**Hispanic Heritage Month
Secondary
Lesson Plan**

GRADE LEVEL: Social Studies – Secondary – Senior High School

TITLE: Analyzing Graphs - Hispanic Population Growth

OBJECTIVES: Objectives from the Florida Standards are noted with FS.

1. The students will utilize graphs to analyze the projected population growth of Hispanics in the United States.

2. The student will interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (FS)

SUGGESTED TIME: 1 class period

DESCRIPTION OF ACTIVITIES:

TEACHER'S NOTES:

- As of July 2015, the U.S. Census Bureau estimates that 54 million Hispanics live in the United States. That is just over 17% of the total U.S. population.
 - The estimated population growth of various racial/ethnic populations in the U.S. is continually adjusted by the U.S. Census Bureau. Asians are the fastest-growing racial group in the United States, according to the Census Bureau.
 - The growth rate for Hispanics has been adjusted slightly downward from 31% by 2060 to approximately 28%, with 119 million residing in the United States.
1. Explain that in this lesson, students will analyze various graphs related to the population growth of Hispanics in the United States.

 2. Distribute copies of the handout entitled, "Population Graphs - Hispanics in the United States" (provided).

 3. Working in pairs, have students analyze each graph separately and answer the following two questions for each graph:
 - Can you reach any conclusions or do you have any additional questions about the Hispanic population in the United States by studying the graph?
 - What additional information would you need to have your questions or conclusions clarified?

 4. As a class, review the observations reached by students. Discuss:
 - Which graphs were the easiest to analyze? Why?

- Did the titles of each graph assist you with your analysis?
 - Did you find any contradictory information as you analyzed each graph? What might cause the contradictions? What sources of information do you consider the most reliable? Why?
 - What questions do you still have about Hispanic population growth in the U.S.?
 - What overall conclusions can you reach about Hispanic population growth by studying these graphs?
 - What additional sources could you use to answer your questions or verify your conclusions?
5. If time permits, let students conduct additional Internet research to locate additional sources of information, including new graphs, to help verify their overall conclusions about Hispanic population growth in the United States.

A variety of population graphs can be easily located by Googling “Images Hispanic population graphs.”

ASSESSMENT STRATEGY: Completion of the graph analysis activity.

MATERIALS/AIDS NEEDED: “Population Graphs - Hispanics in the United States” (provided).

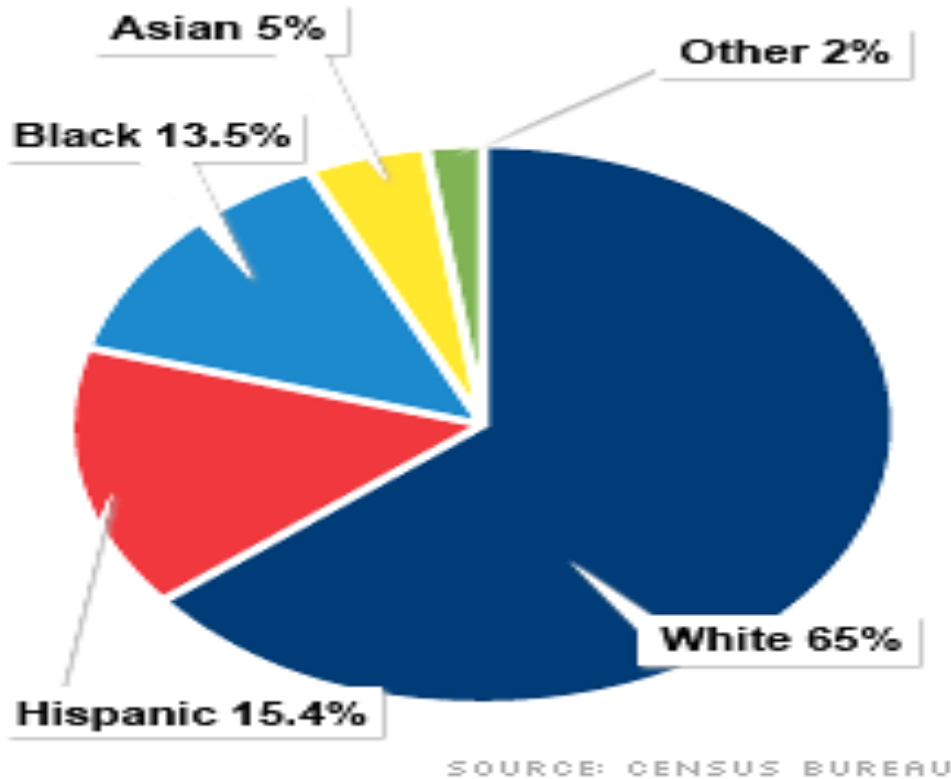
EXTENSION ACTIVITIES: Create graphs electronically by utilizing the application at Kids’ Zone, http://nces.ed.gov/nceskids/graphing/classic/bar_pie_data.asp?ChartType=pie

Population Graphs - Hispanics in the United States

Graph #1 - U.S. Census Bureau - Minority Populations, 2009

Portrait of America

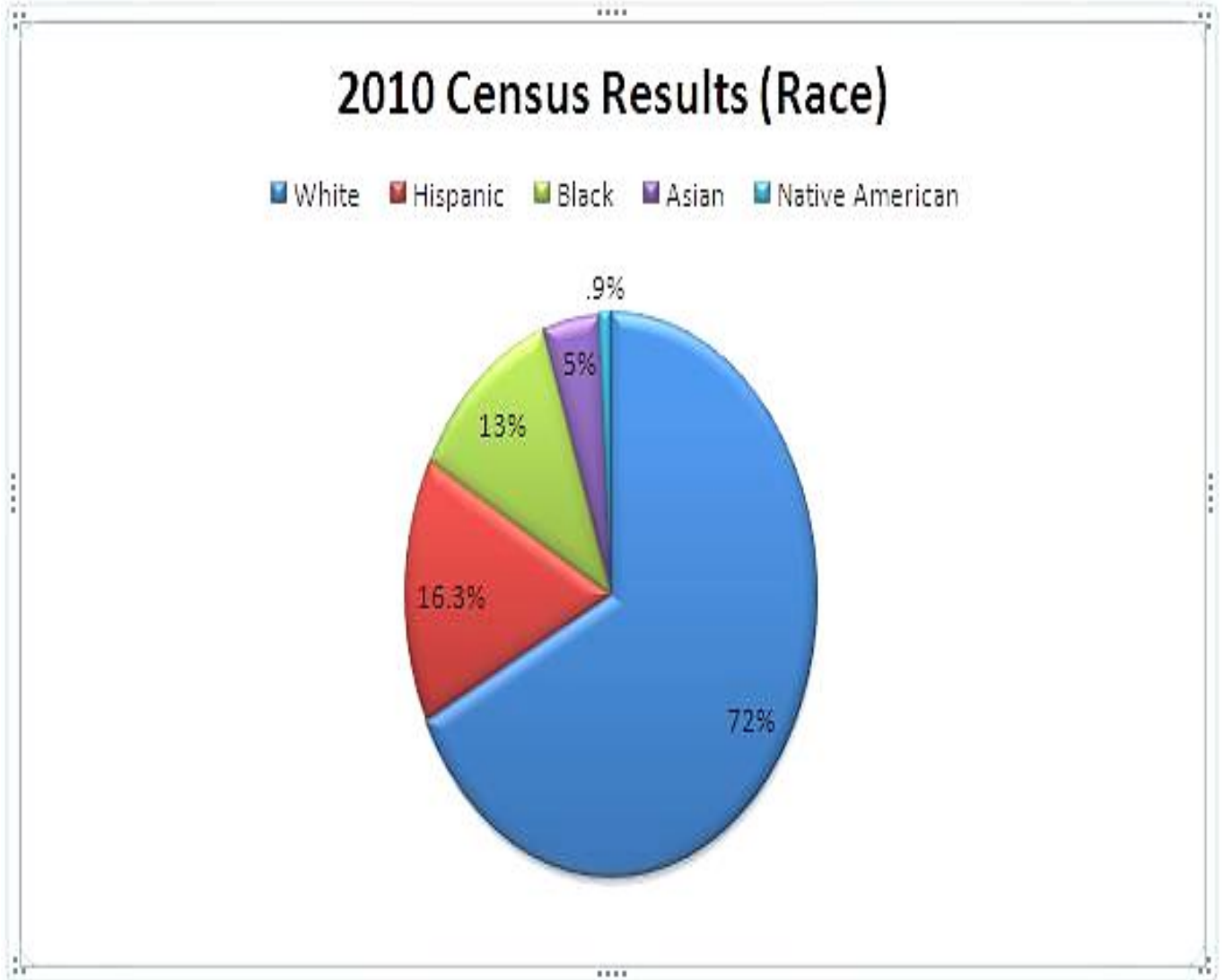
Minorities now account for 34% of the U.S. population.



Source:

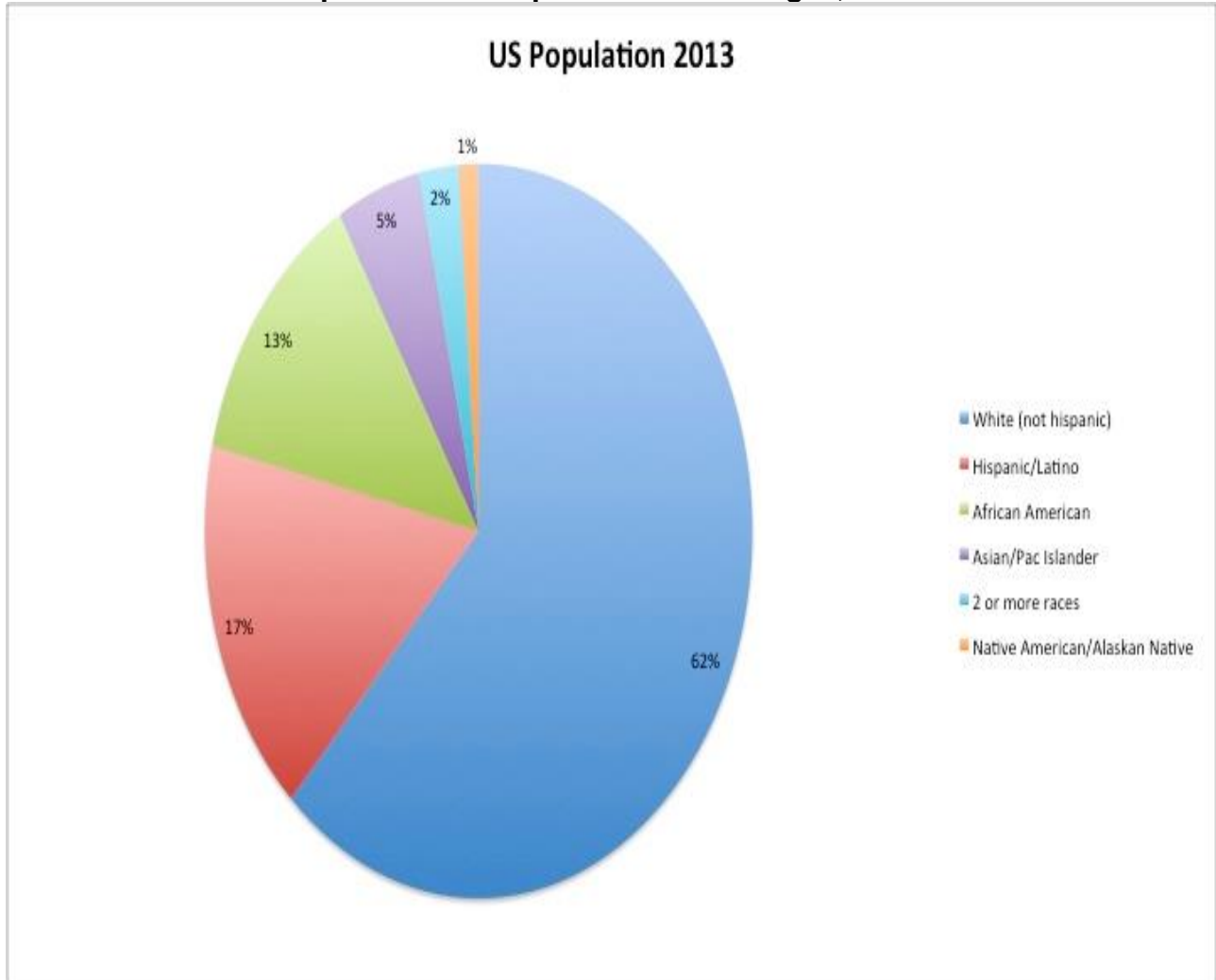
http://i2.cdn.turner.com/money/2009/05/14/real_estate/rising_minorities/chart_census_pie2.03.gif

Graph #2 - U.S. Census Bureau - Race Breakdown in Percentages, 2010



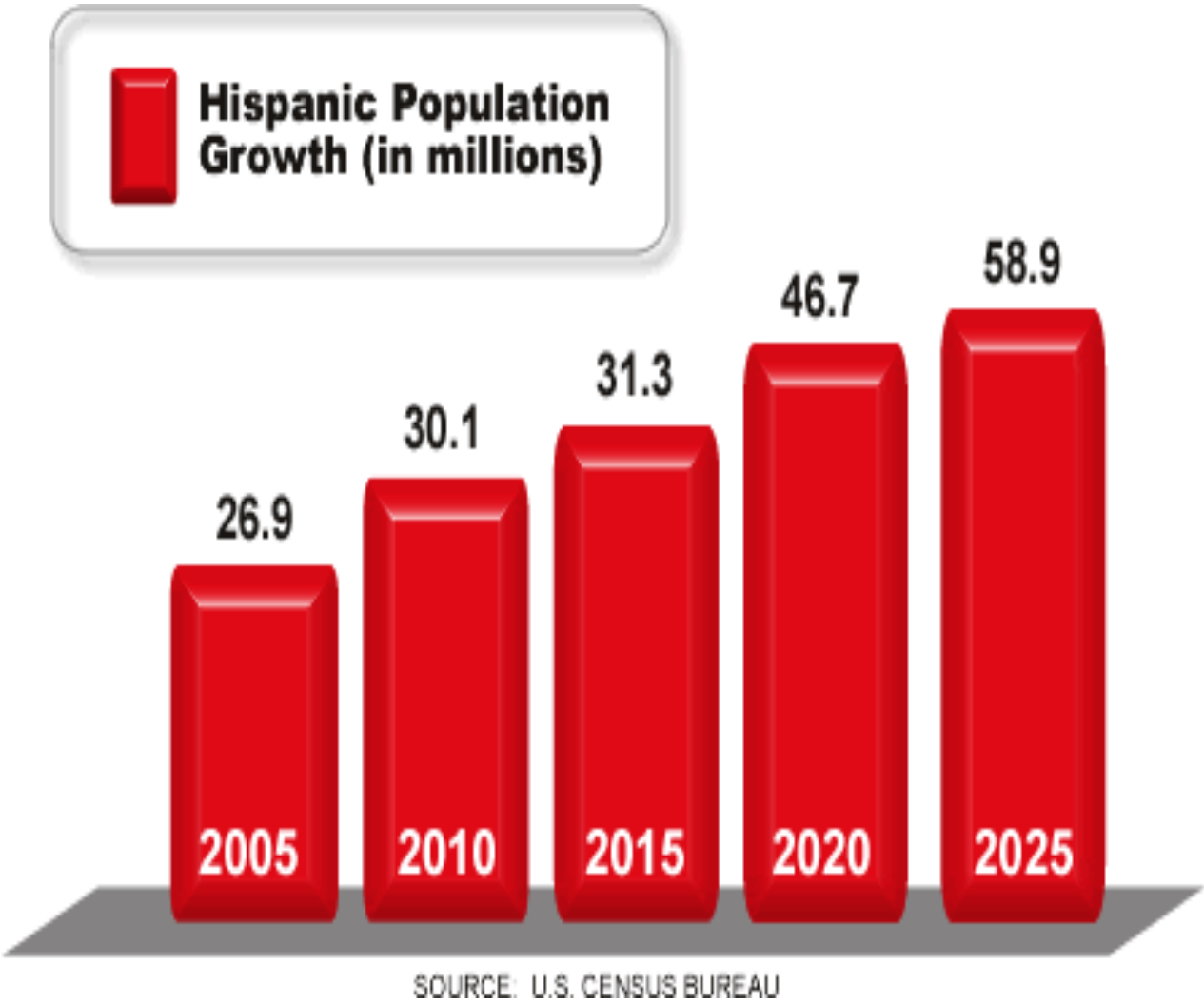
Source: <https://indianapolis.files.wordpress.com/2011/05/2010census1.jpg>

Graph #3 - U.S. Population Percentages, 2013



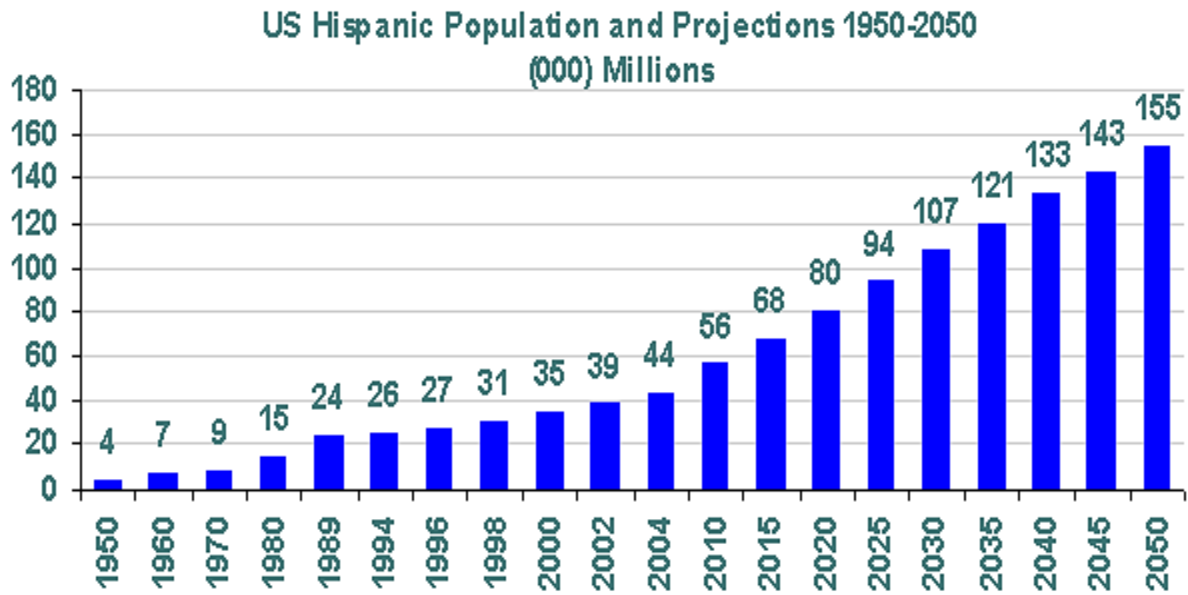
Source: <https://chrisbourg.files.wordpress.com/2014/03/us-pop-by-race-2013-pie.jpg>

Graph #4 - U.S. Census Bureau - Hispanic Projected Population Growth in Millions



Source: <https://ghoffarth.files.wordpress.com/2014/02/hispanicgrowth1.gif>

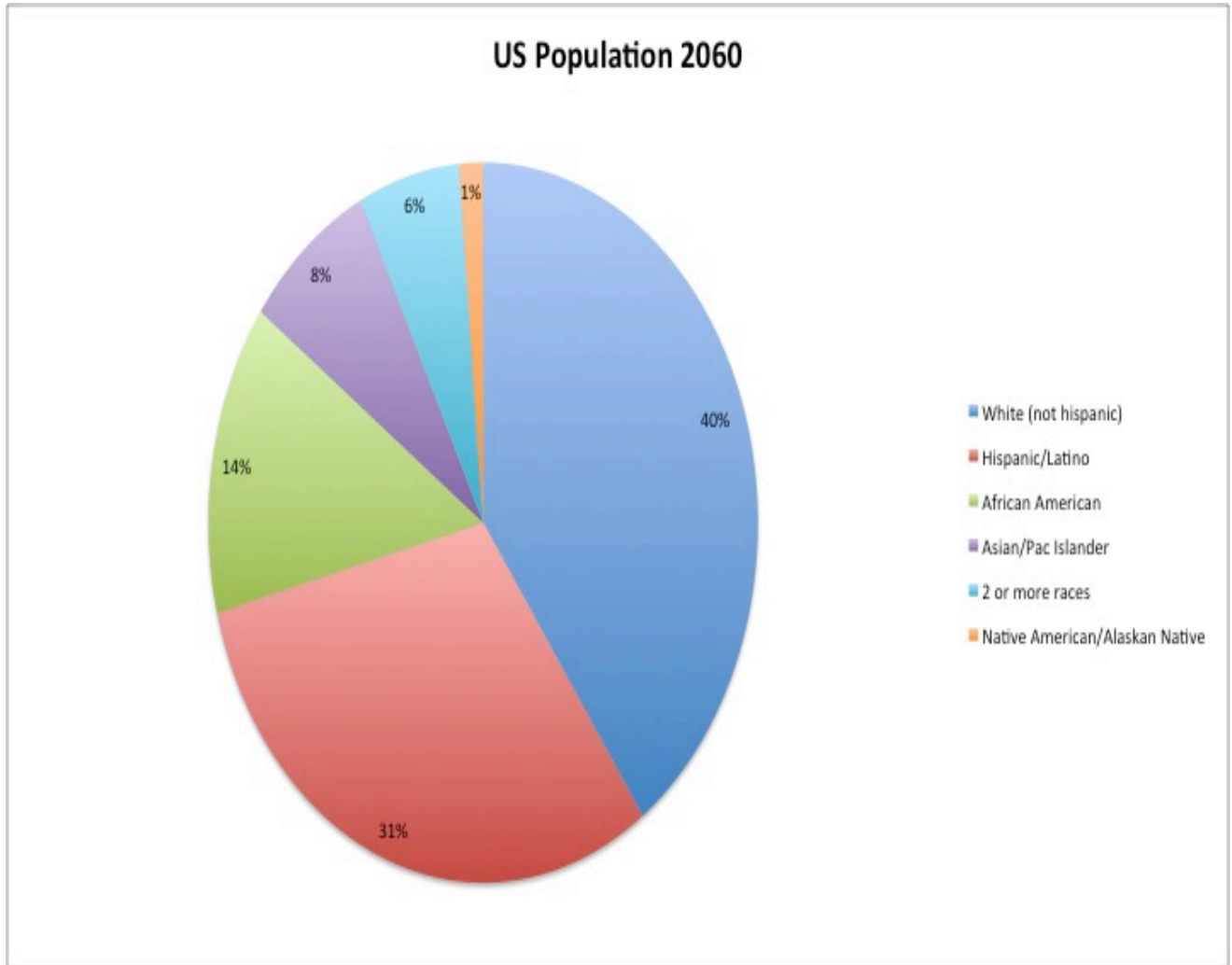
Graph #5 - U.S. Census Bureau – Hispanic Population and Growth Projections, 1950-2050



Source: Synovate, U.S. Census Bureau

Source: <http://images.ientrymail.com/webpronews/052004figure1.gif>

Graph #6 - U.S. Population Percentages, 2060



Source: <https://chrisbourg.files.wordpress.com/2014/03/us-pop-2060-by-race-pie.jpg>

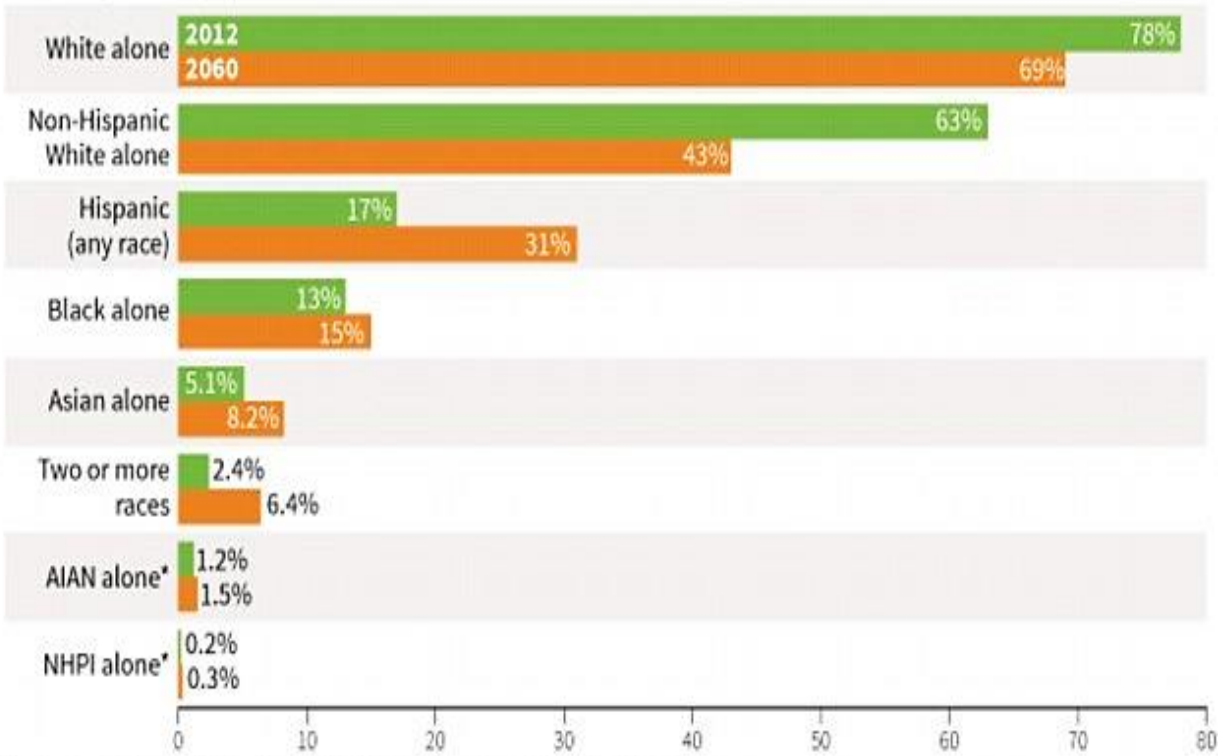
Graph #7 - U.S. Census Bureau - Predictions for the Year 2060

The U.S. Census Bureau sees racial, ethnic demographic shift

By 2060, non-whites will make up 57 percent of the U.S. population.

POPULATION BY RACE AND HISPANIC ORIGIN

Percentage of total population



* AIAN = American Indian and Alaskan Native; NHPI = Native Hawaiian and Other Pacific Islander

Source: U.S. Census Bureau

Scale: 10000000

REUTERS

Source: http://i.dailymail.co.uk/i/pix/2012/12/12/article-2247119-167CC235000005DC-338_634x448.jpg

**Hispanic Heritage Month
Secondary
Lesson Plan**

GRADE LEVEL: Social Studies – Secondary – Middle and Senior High School

TITLE: Community Survey - Hispanics by the Numbers

OBJECTIVES: Objectives from the Florida Standards are noted with FS.

1. The student will gather information about Hispanic demographics in the nation and in Miami-Dade County.
2. The student will conduct a neighborhood survey on Hispanic demographics.
3. The student will develop graphs and charts representing information gathered on Hispanic demographics.
4. The student will conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (FS)
5. The student will integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. (FS)

SUGGESTED TIME: 1-2 class periods, plus homework assignment

DESCRIPTION OF ACTIVITIES:

TEACHER'S NOTES:

- **Separate directions and written assignments are provided in this lesson plan for middle and senior high school students. In both instances, the lesson requires homework.**
- The document used in this lesson entitled, "Hispanics by Country of Origin" was produced by Miami-Dade County in 2011 and has not been updated on the county's website. It is provided in the Background section of this instructional resource guide and may also be accessed online at <http://www.miamidade.gov/planning/library/reports/data-flash/2011-hispanics-by-origin.pdf>

1. Introduce and discuss the terms "demographics" and "census."

Demographics is the characteristics of a human population or part of it, especially its size, growth, density, distribution, and statistics regarding birth, marriage, disease, death, income, etc.

A census is the procedure of systematically gathering and compiling information about the members of a given population. In the U.S., the census is required by the U.S. Constitution and is conducted every 10 years by the U.S. Census Bureau. The primary purpose of collecting population data in the U.S. Census is to determine the number of members for each congressional district in the House of Representatives.

The federal government also uses census data to determine:

- Federal funding for education and other programs in states and communities;
- Federal funding for law enforcement, federal highway projects, aid to farmers and many other federally financed activities and programs; and,
- Policy decisions related to a variety of social and economic programs.

2. The following class activity will form the basis for the homework assignment.

Explain that the 2010 U.S. Census revealed a number of remarkable statistics regarding the growth of the Hispanic population in the U.S.

Individually or in pairs, have students read “Fast Facts – The Hispanic Population of the United States” (provided in the Background section of this instructional resource guide).

While reading, ask students to identify 5 facts about the Hispanic population in the U.S. they find the most important. Discuss the findings as a class and create a master list of important facts based on class consensus.

3. Ask students to read the document entitled “Hispanics by Country of Origin” (provided in the Background Information section of this instructional resource guide) and answer the following questions:

- Who produced this information? When? Is the date it was produced important? Why or Why not?
- In 2010, what percentage of Hispanics or Latinos comprised the total population of Miami-Dade County?
- By what percentage did the Hispanic or Latino population increase between 2000 and 2010? On the chart, what percentage of people in the county in 2010 said they were NOT Hispanic or Latino? Is this percentage greater than it was in 2000? What is the significance of these trends?
- What Hispanic or Latino group represents the largest population in the county? What percentage of the population do they account for?
- What are the next three largest Hispanic or Latino population groups in the county?

- List three Hispanic or Latino populations that have increased in the county between 2000 and 2010? Have any groups declined in size?
 - Since this information was last developed in 2010, how might we check the current statistics to update the information?
4. Using the facts about Hispanic demographics the students identified earlier and the information obtained from the article entitled, “Hispanics by Country of Origin,” work as a class to develop a community survey to be conducted by students as a homework assignment. **(TEACHER’S NOTE: Sample surveys are provided for both middle and senior high school students your review. Modify the sample surveys, as needed.)**
 5. As homework, each student should ask ten community members to complete the survey. Encourage students to ask non-family members and friends to complete the survey.
 6. When the homework assignment is completed, have students tally their results and develop bar graphs to represent the responses they received. A class-wide tally of the responses can also be used to develop one, overall bar graph.

ASSESSMENT STRATEGY: Completion of class assignment and the out-of-class survey and graphs.

MATERIALS/AIDS NEEDED: “Fast Facts – The Hispanic Population of the United States” (provided in the Background section of this instructional resource guide); “Hispanics by Country of Origin” (provided in the Background section of this instructional resource guide); community survey (samples provided for both middle and senior high school students); graph paper

EXTENSION ACTIVITIES: A class-wide tally of the community survey responses can also be used to reinforce the fact that the Hispanic population in the nation and community is growing at a fast pace.

Community Survey – Hispanics/Latinos by the Numbers (Middle School)

Thank you for assisting me with this class project for Hispanic Heritage Month.

1. Are you Hispanic/Latino? ____Yes ____No
2. If no, what is your nationality? _____
3. If you are Hispanic/Latino, what do you prefer to be called?
 - Hispanic
 - Latino
 - I prefer to be identified by my nationality (examples: Cuban, Columbian, Mexican, Venezuelan, etc.)

Other: _____

4. The U.S. Census provides important information regarding the Hispanic/Latino population of the nation and our community.

Which three (3) facts about Hispanics/Latinos in the United States do you find the most interesting? (Mark your answers with an X.)

- The Hispanic/Latino population in the U.S. grew from 35.3 million in 2000 to 54 million in 2015.
- [Hispanic/Latino people make up 17% of the total U.S. population.](#)
- Only Mexico has a larger Hispanic population than the United States.
- By 2060, the U.S. Census Bureau estimates that there will be about 119 million Hispanic/Latino people in the United States and that they will comprise 28% of the total population.
- There are more than one million Hispanic residents in eight U.S. states - Arizona, California, Colorado, Florida, Illinois, New Jersey, New York, and Texas.

Community Survey – Hispanics by the Numbers (Senior High School)

Thank you for assisting me with this class project for Hispanic Heritage Month.

1. Are you Hispanic/Latino? _____Yes _____No

2. If no, what is your nationality? _____

3. If you are Hispanic/Latino, what do you prefer to be called?

a. Hispanic

b. Latino

c. I prefer to be identified by my nationality (Cuban, Mexican, etc.)

d. Other: _____

4. The U.S. Census provides important information regarding the Hispanic population of the nation and our community. Which three (3) facts about Hispanics/Latinos in the United States do you find the most interesting? (Mark your answers with an X.)

The Hispanic/Latino population in the U.S. grew from 35.3 million in 2000 to 54 million in 2015.

[Hispanic/Latino people make up 17% of the total U.S. population.](#)

Only Mexico has a larger Hispanic population than the United States.

By 2060, the U.S. Census Bureau estimates that there will be almost 119 million Hispanic/Latino people in the United States and that they will comprise 28% of the total population.

There are more than one million Hispanic/Latino residents in eight U.S. states - Arizona, California, Colorado, Florida, Illinois, New Jersey, New York, and Texas.

Community Survey – Hispanics by the Numbers (Senior High continued)

5. Data collected by Miami-Dade County through the 2010 U.S. Census provided important information regarding the Hispanic/Latino population in our county. Which three (3) facts about Hispanics/Latinos in Miami-Dade County do you find the most interesting? (Mark your answers with an X.)

- The Hispanic/Latino population in Miami-Dade County increased by 25.7% between the years 2000 and 2010.
- In 2010, Hispanic/Latinos accounted for 65.1% of the population in Miami-Dade County.
- Cubans are the largest Hispanic/Latino group in Miami-Dade County (34.3%)
- Colombians, Nicaraguans, and Puerto Ricans are the next largest Hispanic/Latino groups in Miami-Dade County.
- The non-Hispanic/Latino population declined by 9.3% between 2000 and 2010.

**Hispanic Heritage Month
Secondary
Lesson Plan**

GRADE LEVEL: Social Studies – Secondary – Middle and Senior High School

TITLE: Political Cartoons

OBJECTIVES: Objectives from the Florida Standards are noted with FS.

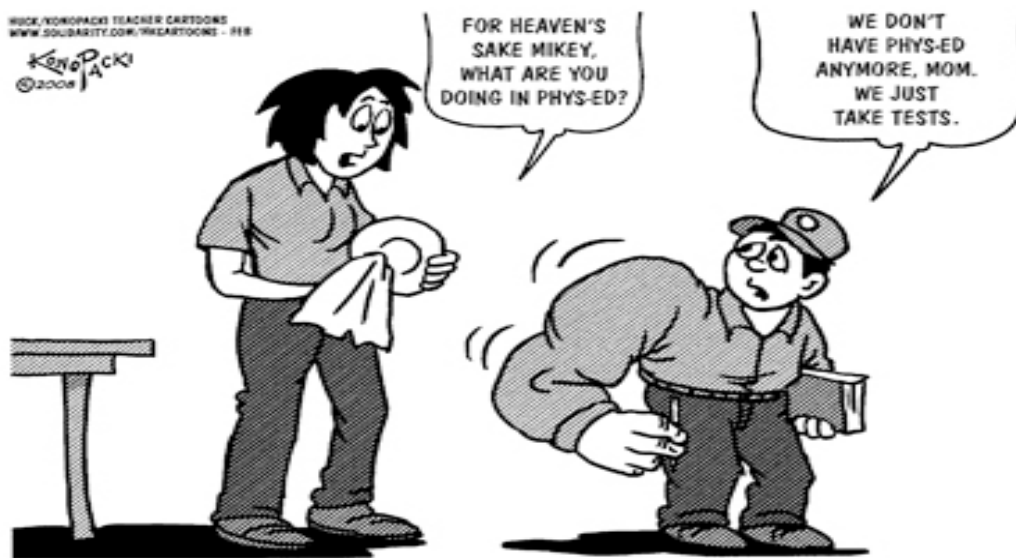
1. The student will identify the techniques utilized by cartoonists to express opinions in political cartoons.
2. The student will analyze and interpret political cartoons.
3. The student will determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (FS)

SUGGESTED TIME: 1-2 class periods

DESCRIPTION OF ACTIVITIES:

TEACHER'S NOTE: Teaching students how to analyze and interpret political cartoons can be a challenge based on the age and maturity of the students. As such, separate information regarding the techniques used by cartoonists is provided for middle and senior high school students.

1. To introduce the topic of political cartoons and how to analyze them, ask students to study the following cartoon:



Discuss the following questions about the cartoon:

- What point is being made with the cartoon?
- How does the cartoonist make the point? (e.g., exaggeration, humor)
- What do you think the cartoonist's opinion is on this issue? Do you agree or disagree?

2. Use the cartoon to introduce political cartoons as a way of communicating a point of view or opinion on an event, theme, problem, or person in history.

TEACHER'S BACKGROUND: Modern American political cartoons have been around since the late 1800s when an increase in newspaper and magazine circulation provided a rich environment for the rise and use of political cartoons. Through the use of symbols, caricature, drawings, and exaggerations drawn by the cartoonist, political cartoons point out the themes and problems of that historical era, often in a humorous manner. Humor aside, cartoonists are attempting to make a point and to influence you to embrace their opinion.

3. Explain that political cartoons are expressions of opinion. Cartoonists use all sorts of techniques to persuade others to accept those opinions.

OPTIONS: Either discuss the techniques utilized by cartoonists as outlined below or read and discuss the article entitled, "Political Cartoons – Background Information and a Cartoonist's Techniques." (provided)

Cartoonist's Techniques to Discuss with Middle School Students:

- Symbolism: Something that stands for something else. For example, a heart can be a symbol for love.
- Caricature - Exaggerating a physical feature or habit (Examples: big nose, bald head)
- Irony: Words that mean that opposite of their usual meaning. For example, a bald man named "Harry."
- Analogy: Comparison between two different things that may have similar characteristics. For example, he is as loyal as a dog or she runs as fast as a cheetah.
- Exaggeration: Making something seem more that it really is. For example, telling your parents that if you do not get the toy you want, it will be the "end of the world."
- Inference: Conclusions reached based upon reasoning and evidence. For example, if I draw a picture of a bug with a big red X over it, based on the evidence from the picture, you could infer that I want bugs killed.

Cartoonist's Techniques to Discuss with Senior High School Students:

- Analogy – A comparison between two unlike things that share some characteristics.
- Captions or Labels - Used to provide clarity and emphasis.

- Caricature - Exaggerating a physical feature or habit (Examples: big nose, bald head)
- Exaggeration or Distortion: Changes or exaggerations in size, shape, emotions or gestures often add extra meaning to the symbols the cartoon includes.
- Irony - The difference between the way things are and the way things should be or the way things are expected to be.
- Stereotype – A vastly oversimplified view of some group.
- Symbolism - Using an object to stand for an idea. (Examples: donkey or elephant for political parties; a \$ sign for the entire economy)

Additional Points to Help Students Understand Political Cartoons

- Political cartoons are excellent sources of historical evidence. Cartoons provide insight into the people and events of the time.
- Political cartoons are expressions of opinion, sometimes one person's very biased opinion.
- Cartoonists use all sorts of techniques to persuade others to accept those opinions.
- Cartoons cannot be treated as evidence either of the way things actually were or even of how everyone else felt about the way things were.
- Students should not view their main task as deciding if the cartoon was right or wrong, though criticizing its bias can be a part of what they do.

4. Distribute the handout entitled "Analyzing a Political Cartoon" (provided).
5. Have students analyze and interpret the cartoons regarding Hispanics/Latinos that are provided with this lesson plan. The work may be done by individual students or by students working in groups.

TEACHER'S NOTE: Several of the sample cartoons offer simple, straightforward messages that spark little controversy. Others provide more complex messages that may ignite strong feelings. Select the cartoons appropriate for your students. Other cartoons may be found on-line from a variety of sources. Simply search "Hispanic political cartoons" on any search engine.

ASSESSMENT STRATEGY: Class participation during discussions; written analysis of political cartoons (optional).

MATERIALS/AIDS NEEDED: "Political Cartoons – Background Information and a Cartoonist's Techniques." (provided); "Analyzing a Political Cartoon" (provided); sample political cartoons (provided); additional cartoons from the Internet or other sources.

EXTENSION ACTIVITIES: The analysis and interpretation of political cartoons should be an on-going and regular part of the curriculum.

SOURCES:

- Political Cartoons in the Classroom, Capital Region BOCES, NERIC
- Teachinghistory.org
- Library of Congress
- PBS

Political Cartoons– Background Information and a Cartoonist’s Techniques (OPTIONAL Reading)



Most Americans recognize him at a glance. He has been wearing the same outfit for more than 100 years: striped pants, a cutaway coat, and a stovepipe hat decorated with stars. His name is Uncle Sam, the figure that has come to represent the United States. Uncle Sam and many other famous characters appear regularly in political cartoons. Political cartoons typically are found in the editorial sections of newspapers. These cartoons use pictures to express a point of view. Because the pictures are often humorous, your first reaction might be to laugh. It is important, however, to look beyond the humor. Every political cartoon has an underlying message.

Modern American political cartoons have been around since the late 1800s when an increase in newspaper and magazine circulation provided a rich environment for the rise and use of political cartoons. For example, during the Spanish American War, publisher William R. Hearst encouraged the visual arts of Frederick Remington by saying, "you furnish the pictures and I'll furnish the war."

Through the use of symbols, caricatures, drawings, and exaggerations drawn by the cartoonist, political cartoons make a point about a political candidate, issue, or event. They point out the themes and problems of that historical era, often in a humorous manner.

Political Cartoons– Background Information and a Cartoonist’s Techniques (continued)

While political cartoons can be very funny, their main purpose is not to amuse you but to persuade you. A good political cartoon makes you think about a candidate, issue or event, but it also tries to sway your opinion toward the cartoonist’s point of view. The best political cartoonist can change your mind on an issue without you even realizing how he or she did it.

Techniques Used by Cartoonists

Cartoonists use many techniques to persuade others to accept their opinions including the following:

- Symbolism: A symbol is something that stands for something else. For example, a heart can be a symbol for love, or a dollar sign can be a symbol for money. In politics, a donkey can be used to symbolize the Democratic Party and an elephant can be used to symbolize the Republican Party.
- Irony: Irony occurs things happen in a way that seems to be the opposite of what you expected. For example, meeting a bald man named Harry or naming a large dog Tiny. Other examples of irony would be a rich person complaining about paying too much in taxes or a person who complains that people are rude while posting profanity on Facebook.
- Analogy: An analogy is a comparison of two things that are alike in some way. For example, he is as loyal as a dog or she runs as fast as a cheetah. Another example is that the United States is a “melting pot” because of its diversity.
- Exaggeration: Exaggeration is making something seem more than it really is. Examples include a boy telling his parents that if they do not get him the phone he wants, it will “ruin the entire school year.” Another example is stating that electing a certain person to office will “definitely end the world.”
- Inference: An inference means reaching conclusions based upon reasoning and previous evidence. For example, if someone draws a big red X over a picture of a presidential candidate, you could infer the person does not support the candidate.

Political Cartoons– Background Information and a Cartoonist’s Techniques (continued)

- Caricature – A caricature is an exaggerated, usually comical, portrayal of a person or subject. A caricature might show a person with an exaggerated smile, or a very large head. The caricature can be funny or unflattering depending on the cartoonist’s intended message.

Additional Points About Political Cartoons

- Political cartoons are excellent sources of historical evidence. Cartoons provide insight into the people and events of the time. They reveal popular beliefs, attitudes, values, cultural and political trends, and prevailing moods.
- Political cartoons are expressions of opinion, sometimes one person's very biased opinion. For this reason, political cartoons can always be challenged.
- Cartoonists use all sorts of techniques (see above) to persuade others to accept those opinions.
- Cartoons cannot be treated as evidence either of the way things actually were or even of how everyone else felt about the way things were.

Analyzing a Political Cartoon

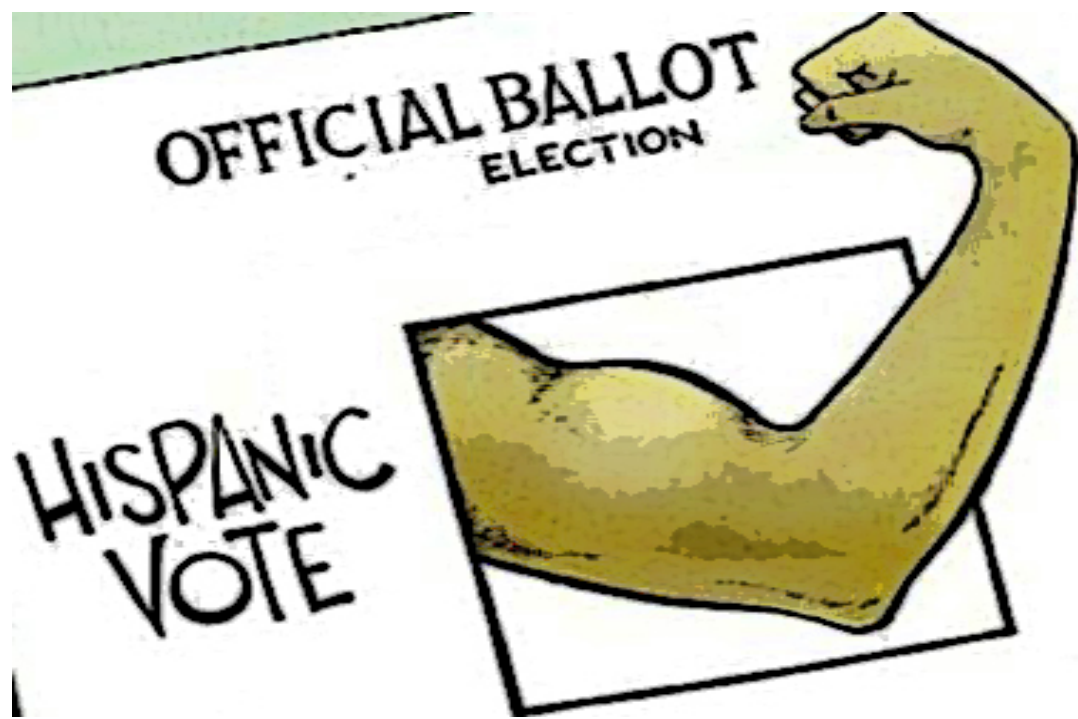
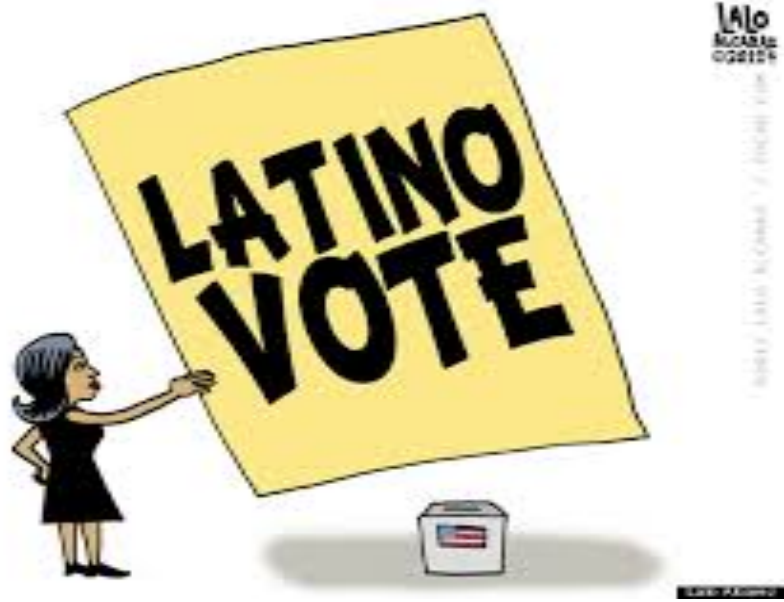
Steps in Analyzing a Political Cartoon:

- Identify the characters, symbols, and objects in the cartoon.
- Look for the techniques and details used by the cartoonist that would give further meaning.
- Identify the main idea of the cartoon by reading the captions and analyzing the drawing.
- Identify any bias the cartoonist might have.

Suggested Questions:

- What is the event or issue that inspired the cartoon?
- What group(s) might agree with the point of view of the cartoon?
- What group(s) might be upset by the point of view of the cartoon?
- Are there any real people in the cartoon?
- What techniques did the cartoonist use in the cartoon (Examples: exaggeration, caricatures, or symbols)?
- Do the captions or labels help you understand the cartoon's message?
- What is the cartoonist's opinion about the topic portrayed?
- Do you agree or disagree with the cartoonist's opinion? Why?

Political Cartoons



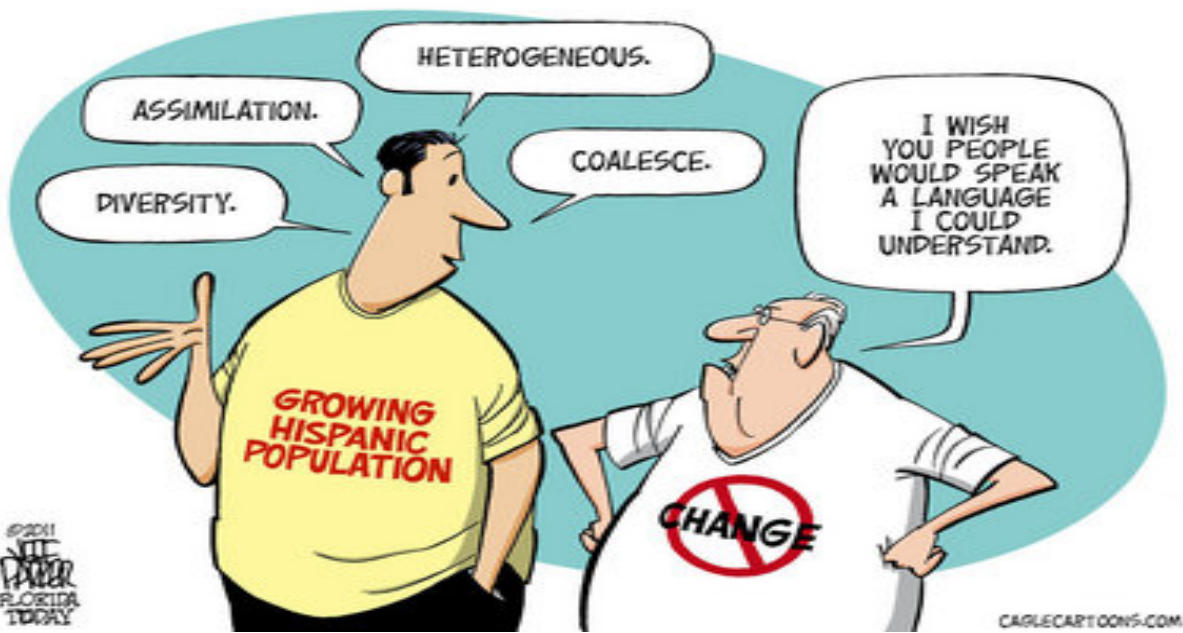
Political Cartoons continued

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Political Cartoons continued



Political Cartoons continued



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Political Cartoons continued



IMMIGRATION REFORM
BOTH REPUBLICANS AND DEMOCRATS ARE TRYING HARD TO REACH OUT TO HISPANICS



Political Cartoons continued



Political Cartoons continued



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Political Cartoons continued



**Hispanic Heritage Month
Secondary
Lesson Plan**

GRADE LEVEL: Social Studies – Secondary – Middle and Senior High School

TITLE: The Immigrant Experience – Past and Present

OBJECTIVES: Objectives from the Florida Standards are noted with FS.

1. The student will compare and contrast the experiences of individuals who immigrated to the U.S. both in the past and more recently.
2. The student will conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (FS)
3. The student will determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (FS)

SUGGESTED TIME: 1-2 class periods, plus homework

DESCRIPTION OF ACTIVITIES:

1. Begin the lesson, by reading and discussing the portion of the poem “The New Colossus” (1883) by Emma Lazarus which is inscribed on the Statute of Liberty:

“Give me your tired, your poor, Your huddled masses yearning to breathe free, The wretched refuse of your teeming shore. Send these, the homeless, tempest-tossed, to me: I lift my lamp beside the golden door.”

Ask:

- Who are the “tired,” “poor,” “huddled masses yearning to breathe free”? Who are the “wretched refuse?” (immigrants)
 - What is the “golden door?” (U.S.)
 - Throughout the history of the United States, why have immigrants come to this country? (e.g., economic improvement, religious freedom, political freedom, to be together with other family members, to live without fear)
 - Throughout history, what hardships have recent immigrants faced when coming to the U.S.? (language barrier, differing customs and traditions, different laws, unfamiliar surroundings, difficulties in finding jobs and housing, separation from other family members, discrimination)
2. Explain that in this lesson, students are going to interview two Hispanic immigrants – one a recent immigrant arrival and the other an immigrant who arrived 10 or more

years ago. Through the interviews, students will be able to compare and contrast the experiences of the two immigrants.

3. Distribute the handout entitled “The Immigrant Experience” (provided) to each student. Review the questions and directions with the class.
4. As homework, have students conduct the two interviews and complete the summary questions at the end of the assignment.
5. After the interviews have been completed, discuss the results with the class.

Ask:

- Were there any questions that the respondents had more difficulty answering? Why?
- What reasons did the respondents give for coming to the United States?
- Were there significantly different reasons given by the past and more recent immigrants for coming to the U.S.?
- Were the reasons given for immigrating to the U.S. similar or different than the reasons given other times in U.S. history?
- What challenges or difficulties did the respondents tell you they faced when they first immigrated to the U.S.?
- What, if anything, made their adjustment to life in the U.S. easier?

ASSESSMENT STRATEGY: Completion of the interviews with past and more recent immigrants

MATERIALS/AIDS NEEDED: “The Immigrant Experience” (provided)

SOURCE: Lesson adapted from A Guidebook for Teaching United States History: Mid-Nineteenth Century to Modern Times, Tedd Levy and Donna Collins Krasnow, Ally and Bacon, Boston, 1979.

The Immigrant Experience

Directions:

1. You are to interview two Hispanics who have immigrated to the United States.
2. One immigrant should be a recent arrival in the U.S. (within the last two years).
The second immigrant should have come to the U.S. at least 10 years ago.
3. Record the answers to both interviews on this worksheet.
4. When both interviews are completed, complete the Summary Questions.

Interview #1

Name _____

1. Where were you born?
2. In what year did you immigrate to the United States?
3. What was your main reason for wanting to come to the U.S.?
4. What were the three most difficult problems you faced in adjusting to life in the U.S.?
5. When you moved to the U.S. what, if anything, made the adjustment easier for you?
6. What is your opinion about the current political discussions regarding U.S. immigration and immigration reform?

The Immigrant Experience (continued)

Interview #2

Name _____

1. Where were you born?
2. In what year did you immigrate to the United States?
3. What was your main reason for wanting to come to the U.S.?
4. What were the three most difficult problems you faced in adjusting to life in the U.S.?
5. When you moved to the U.S. what, if anything, made the adjustment easier for you?
6. What is your opinion about the current political discussions regarding U.S. immigration and immigration reform?

The Immigrant Experience (continued)

Summary Questions

Directions: Reflect on the answers you received during the two interviews and answer the following questions on your own paper. Attach your answers to the interviews.

1. Were there significantly different reasons given by the past and more recent immigrants for coming to the U.S.? Explain.
2. What challenges or difficulties did the immigrants tell you they faced when they first came to the U.S.? How were the challenges similar or different for both immigrants?
3. Which immigrant – past or more recent – seemed to have the most difficult time adjusting to life in the U.S.? Why, in your opinion?
4. Which immigrant – past or more recent – seemed to more easily adjust to life in the U.S.? Why, in your opinion?
5. In your opinion, were the reasons given for immigrating to the U.S. by the people you interviewed similar or different than the reasons given during other times in U.S. history?
6. How did the two people interviewed agree or disagree in their opinions about U.S. immigration today? What do you think influenced their opinions? What is your opinion?

Source: Adapted from A Guidebook for Teaching United States History: Mid-Nineteenth Century to Modern Times, Tedd Levy and Donna Collins Krasnow, Ally and Bacon, Boston, 1979

Internet Resources

Related Web Sites

Celebrate Hispanic Heritage

<http://teacher.scholastic.com/activities/hispanic/index.htm>

This site is Scholastic's home page for Hispanic Heritage resources, which includes information on famous Hispanics/Latinos, games, Teacher's Guide and a Research Starter, which provides recommended research topics.

Celebrate Hispanic Heritage Month

<http://www.cr.nps.gov/nr/feature/hispanic/>

The site for the National Register of Historic Places presents lesson plans and much more.

Fact Monster

<http://www.factmonster.com/hispanic-heritage-month/>

At this site, learn about famous Hispanic Americans or test your knowledge of Hispanic/Latino/Spanish history. Also, take a Brain Quest quiz on Spanish culture, Latin American geography or famous Hispanic Americans.

Hispanic Heritage Month.org

http://www.hispanicheritagemonth.org/Home_Page.html

This website is dedicated to celebrating Hispanic Heritage. It provides fun facts, a proclamation by the president, useful links, and a calendar of events.

Library of Congress/Hispanic Heritage Month

<http://hispanicheritagemonth.gov/>

Hosted by the Library of Congress, this site provides a myriad of resources (articles, videos, webcasts, audio files) to help celebrate Hispanic and Latino heritage.

NEA/National Hispanic Heritage Month Activities

<http://www.nea.org/tools/lessons/hispanic-heritage-month.html>

Celebrate National Hispanic Heritage month with these lessons, activities, videos, and more.

PBS/Hispanic Heritage Month

<http://www.pbs.org/special/hispanic-heritage-month/>

Videos covering Hispanic history, music, current issues, and interviews with notable Hispanics are found at this site.

Scholastic/24 Great Ideas for Hispanic Heritage Month

<http://www.scholastic.com/teachers/article/24-great-ideas-hispanic-heritage-month>

Celebrate Hispanic culture - and diversity in general - by studying the Mayan alphabet, dancing to the merengue, adopting an international sister City, and more!

Smithsonian Education

http://www.smithsonianeducation.org/educators/resource_library/hispanic_resources.html Each year, the Smithsonian honors Hispanic Heritage Month with a calendar full of activities. This site contains lessons and interactive exhibitions celebrating Hispanic people and history. Additionally, for Hispanic Heritage Month, Smithsonian Folkways offers free music and videos from Latin American and from Hispanic communities in the U.S. A student activity is included.

The Society of Hispanic Historical and Ancestral Research (SHHAR)

<http://shhar.net/>

SHHAR (pronounced "share") is a non-profit, volunteer organization with the specific goal of helping Hispanics research their family history. The site includes links to many other sites for additional help in genealogical research.

United States Census Bureau

<https://www.census.gov/newsroom/facts-for-features/2016/cb16-ff16.html>

Part of the Census Bureau's Facts for Features series providing facts and statistics on the Hispanic population in the United States.

Secondary Character Education Activities to Support Hispanic Heritage Month

Secondary Character Education Activities to Support Hispanic Heritage Month

Core Value: Respect (September) and Responsibility (October)

Miami-Dade County Public Schools (M-DCPS) is committed to helping all students develop the values and strength of character needed for them to become caring, responsible citizens at home, school, and in the community. To support this goal, character education has been an instructional requirement, grades K-12, since 1995.

The foundation of the District's character education requirement is the nine core values adopted by The School Board of Miami-Dade County, Florida in 1995. The District's nine core values are: citizenship, cooperation, fairness, honesty, integrity, kindness, pursuit of excellence, respect, and responsibility. Each month a different core value has been designated for emphasis in all classrooms throughout the District.

In September, students need to understand the importance of respect. Respect should include showing regard for the worth and dignity of everyone. Students should learn to respect individual differences and views of others. Respect should include showing regard for oneself, one's school, and the rules and expectations for behavior in the school and the community.

In October, students need to understand the importance of responsibility. Responsibility highlights the importance of being accountable for one's actions and making responsible decisions.

In addition to the enclosed lessons for Hispanic Heritage Month, teachers may further emphasize the core values of respect and responsibility through the following lesson ideas.

Respect:

- In September and October, we observe Hispanic Heritage Month. Discuss the importance of respecting and celebrating the diverse cultures that exist within our community.

Ask: What does it mean to treat other people with respect? Ask the class to brainstorm a list of do's and don'ts for treating people with respect. Compare the student lists to the following Six Rules of Respect:

1. Treat other people the way you want to be treated.
 2. Be polite and courteous.
 3. Listen to what other people have to say.
 4. Do not insult people, or make fun of them, or call them names.
 5. Do not bully or pick on people.
 6. Do not judge people before you get to know them.
- Write down the name of someone in your life right now who you respect very much. Name two things that person does that cause you to respect him or her. Do you share either of those traits with that person? Write about a time recently when you

felt you didn't treat someone with respect. Describe the situation. Why did it happen? Was it the right thing to do? What were the consequences? How did it make the other person feel? Would you behave differently if you were given another chance? How, and why or why not? What did you learn from the experience?

- Local, national and world events reported in the newspapers or on television often illustrate actions taken by community members or local groups seeking respect. Discuss local or national events and the actions citizens have taken. Have students look through newspapers and magazines for evidence of community members seeking respect. Create space on a bulletin board where students can post these stories.
- Throughout history, various human rights groups have demanded respect for the social, political, and economic rights of specific groups. Invite students to research organizations and groups that have served as advocates for the rights of others. Have the students present skits or write essays representing the point of view of the group.
- Have student's research individuals throughout history that have demonstrated respect for others. Ask students to write biographies based on the person they have chosen. Some examples may include Mother Theresa, Mohandas Gandhi, and Dr. Martin Luther King, Jr.
- In September, we also commemorate Constitution Day (September 17th) and Celebrate Freedom Week (the Declaration of Independence; last week in September). Ask students to think about the men who helped write these documents and the respect they earned for helping to create our new nation (i.e., Founding Fathers). Have students write an essay about one Founding Father explaining what challenges this person met and why they chose this person as an individual that is worthy of respect. Invite students to share essays with other class members.
- Review the Pledge of Allegiance and the Star Spangled Banner. Have students study and discuss the meaning of the words and importance of reciting or singing them with respect; i.e., standing at attention, placement of right hand over one's heart. For students who choose not to participate in the Pledge, discuss how to refrain from participating, but still maintain respect for the occasion.

- Identify and study national symbols and documents and their meaning; e.g., the Declaration of Independence, the United States Constitution, American flag, Star Spangled Banner, the bald eagle, the Statue of Liberty, the Liberty Bell. Review and discuss how these symbols illustrate respect for our country. Ask students to research and write about the various symbols of national pride and why they deserve our respect. Present these reports to other class members.
- Celebrate and respect the diversity that exists in the school and community; e.g., various cultural or ethnic groups. Invite students to interview someone from a different ethnic or cultural group about their personal history; e.g., where they were born, their immigration experience, their feelings about becoming part of American society, their accomplishments and challenges, their view of the “American dream.”
- Review the following quotes. Choose one or more and ask students to think about, write, or discuss what the quote means.
 - “Nobody can make you feel inferior without your consent.” Eleanor Roosevelt
 - “Leaders who win the respect of others are the ones who deliver more than they promise, not the ones who promise more than they can deliver.” Mark A. Clement
 - “Not until we dare to regard ourselves as a nation, not until we respect ourselves, can we gain the esteem of others, or rather only then will it come of its own accord.” Albert Einstein
 - “The heart of politeness is respect.” Unknown
 - “Remember the three R’s, Respect for self; Respect for others; and Responsibility for all your actions.” Unknown

Responsibility:

- Discuss the following guidelines for “How to be a Responsible Person.”
 - Be reliable and dependable. When you agree to do something, do it.
 - Take care of your own business. Don't make others do what you are supposed to do.
 - Take responsibility for your actions. Don't make excuses or blame others.
 - Use your head; think before you act; imagine the consequences.

Have students think of as many examples of each of the above actions as they can, and write them on the board. Can they think of any other responsible behaviors that should be added to the list? Have a class discussion about these

behaviors. Have the students make posters of these behaviors to put up around the school.

- Ask: How responsible are you? For each of the responsible behaviors listed above rate yourself on a scale of one to five (1=poor, and 5=terrific). For each of these behaviors give an example of how you are either responsible or not, and what you could do to improve.
- Can you think of a time you did something really irresponsible? Describe it in detail. Why did it happen? How did you feel about it at the time? Did it affect anybody else? Did it cause any problems for you? How do you feel about it now? What did you learn from it? Or, perhaps you would prefer to write about something you did that was very responsible.
- Invite a guest speaker to visit classrooms to discuss their career responsibilities with students. Discuss how we depend on others to act responsibly. Ask the guest speaker to describe the consequences that would occur if he/she did not act responsibly in their position. Ask students to think about a career they would like to have in the future. Ask them to write about the responsibilities involved in holding this position.
- Plan a group/class service project. Give each student a specific task to accomplish or responsibility to meet. After the task is completed, discuss the role of each individual in “doing his/her part” to accomplish the entire group’s project.
- Watch for news or television programs that illustrate responsible actions by individuals or groups. Discuss the positive effects these actions have on our community and on our lives.
- Begin a school or classroom election campaign. Invite students to run for various elected positions; e.g. class president, vice president, secretary. Ask students to prepare a speech explaining why he/she would be the most responsible candidate for the position. Students may also write essays describing the qualities they feel would be necessary for successfully filling these roles.

Source: Adapted from activities developed by goodcharacter.com,
<http://www.goodcharacter.com/ESTopics.html>

Anti-Discrimination Policy Federal and State Laws

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

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

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

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

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

The Equal Pay Act of 1963 as amended - prohibits gender discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

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

Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

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

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

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

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

Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA) - Prohibits discrimination against employees or applicants because of genetic information.

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

In Addition: School Board Policies 1362, 3362, 4362, and 5517 - Prohibit harassment and/or discrimination against students, employees, or applicants on the basis of sex, race, color, ethnic or national origin, religion, marital status, disability, genetic information, age, political beliefs, sexual orientation, gender, gender identification, social and family background, linguistic preference, pregnancy, and any other legally prohibited basis. Retaliation for engaging in a protected activity is also prohibited. **Rev. (05-12)**

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