

LEGADO
Legacy of Hispanic Contributions for Our Children

Introduction

On November 19, 1997, the School Board of Miami-Dade County with the leadership of Demetrio Pérez, Jr., Vice Chair, requested for the:

"authorization to include in the Board-approved 1998 Legislative Program an amendment to section 233.061, Florida statutes, to include as a requirement the study of Hispanic contributions to the history of the United States and to establish a Hispanic Heritage Advisory Committee."

The Board item describes the nature of this amendment and the reasons for developing *Legado: Legacy of Hispanic Contributions for Our Children*:

"In 1994, the Florida Legislature amended Section 233.061, Florida Statutes to require instruction in the history of African-Americans and the Holocaust. Inasmuch as Hispanic constitute a significant percentage of the population in the State of Florida, and in light of the historical importance of Hispanics to the history of Florida and the United States, the inclusion of the study of the Hispanic contributions to history of the United States should be required following the pattern established for African-American history and the study of the Holocaust.

Inasmuch as commercially published history books include little or nothing regarding the contributions of Hispanics, as inasmuch as history lessons need to be infused within the context of the historical period of time, it is necessary to develop a curriculum that will infuse the contributions of Hispanic with the Social Studies curriculum. In order to achieve a true infusion, it is necessary to review and revise as appropriate the Social Studies Competency-Based curriculum and to develop an implementation plan with a curriculum guide and staff development activities."

In 1996, President Clinton's Proclamation of National Hispanic Heritage Month, further describes the importance of this curriculum.

"Hispanics, who have long been part of this tradition, were the earliest European settlers of this great nation, with the Spanish founding cities in Florida in the 1500's, and Mexicans establishing homesteads in the Southwest in the 1600's. Puerto Ricans became U.S. citizens in 1917, and other Latinos over the years, including Cubans and Central Americans, came to the United States in search of democracy, freedom, and a better way of life. Hispanics, who are of all races,

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

Hispanic children, totaling approximately 12 millions, are the second largest group of children in the United States. Hispanic is the fastest growing minority in the nation and soon, may be the largest group of children in the United States. Therefore, integrating Hispanic American contributions into the Social Studies curriculum is a worthy and important goal for all schools. This goal will help develop cultural pride, self-esteem, and respect for diversity. Studies suggest that positive ethnic affiliation among Hispanic Americans greatly influences individual development in many ways, including: lifestyles choices, values, opinions, attitudes, and approaches to learning. Yet, it is not enough for Hispanic American students to learn only about their own cultural heritage and history. All students must learn to appreciate and respect other cultural groups and to develop ethnic literacy. This will allow students to understand their uniqueness, the complexities of ethnicity and culture, and to take pride in which they are as people. Miami-Dade County Public Schools has taken the first step toward this goal by developing *Legado: Legacy of Hispanic Contributions for Our Children* as a supplemental resource for the social studies curriculum. It is hoped that the infusion of these important contributions will assist teachers in developing our student’s culture and awareness for the uniqueness of others.

LEGADO

Legacy of Hispanic Contributions for Our Children

USER GUIDE

The guide was designed to assist teachers in the use and implementation of the K-12 Hispanic American Curriculum Resource Guide and its supplemental resources.

Curriculum Resource Guide

The Curriculum Resource Guide is the Central Component of *Legado*. It consists of specific social Studies components, from the Competency Based curriculum, with

correlate with events and people in Hispanic American History. These components are enhanced with competency activities.

Suggested Lists

The suggested lists of Hispanic contributions for each activity are to be used as a quick reference for teachers who do not have access to this type of information. They are only suggestions and should be used in conjunction with the text and other supplementary materials. As some of the information changes, current and relevant information should replace it.

Curriculum Themes

The themes list all the suggested concepts and topics by grade level. It is recommended that this chart be used when a certain figure or event in Hispanic American history needs to be accessed quickly.

A Tapestry of Many Voices: A Hispanic Multimedia Bibliography

This Bibliography is referenced in the guide as "Hispanic Multimedia Bibliography." It was distributed in conjunction with the guide but under a separate cover.

Map section

The maps are to be used as support material for certain activities. They may be copied and altered in order to facilitate any of the activities.

LEGADO

Legacy of Hispanic Contributions for Our Children

K-12 Curriculum Themes

Grades and suggested Topics

Grade K

My Family and Others

- Hispanic Countries
- Literature
- Origin of the Family
- Hispanic Contributions
- Christopher Columbus
- Juan Ponce de León
- Carlos J. Finlay

- Franklin R. Chang-Díaz
- Disney
- Hispanic Holiday Traditions
- Saint ´s Day
- Charreadas
- Piñata
- Cinco de Mayo (May 5th)
- Día de los Reyes < Day of the Three Kings)
- Wednesday

Grade 1

Families Near and Far

- Geographic Features of Hispanic Countries
- List of Stories, Songs and Poems
- Food

- Mexican
- Puerto Rican
- Cuban
- Music and Dance
- Bolero
- Conga
- Miami sound
- Tejano
- Cha-cha-cha
- Merengue
- Salsa
- Tango

Grade 2

Communities

- Changes in the Community
- List of Stories on Customs and Traditions

Grade 3

Our Culture

- Immigration
- List of customs and Traditions
- Visual Arts and Crafts
- Music
- Drama and Literature
- Language
- Country of Origin

Grade 4
Florida

- History Time Line
- Personalities in History

- Juan Ponce de León
- Pánfilo de Narváez
- Hernando de Soto
- Tristán de Luna Arellano
- Pedro Menéndez de Avilés
- Vasco Núñez de Balboa
- List of Hispanic National and Local Museums
- Culture
- Visual arts and Crafts
- Music
- Literature

Grade 5
United States History and Geography

- List of Biographies, short Stories, Poetry, Myths, Legends, and Folklore on History
- List of Articles and Stories on Families
- Immigration Groups
- Mexican Americans
- Puerto Ricans
- Cuban Americans

Grade 6
Geography

- Celebrations of Culture
- Día de la Raza (Day of the Race)
- Día de los Muertos (Day of the Dead)
- Nochebuena (Christmas Eve)
- Quinceañera
- Birthday of José Martí
- Grito de Dolores (Mexico's Independence Day)

Grade 7

Civics

- Florida Industries
- Food
- Mexican American
- Puerto Rico
- Cuban American
- Language
- Projected Population for Miami-Dade County by Ethnicity

Grade 8

United States History

- Historical Events
- Exploration and Settlement
- Spanish-American War
- Historical Personalities
- Isabella I of Castille
- Maximiliano Luna
- José Martí
- E Future concerns
- Economics
- Political
- Immigration

Grade 9

World History

- List of Hispanic Explorers
- Imperialism in Latin America

Grade 11

American History

- Charts on Migration and Growth Patterns
 - Mexican American Migration
 - Puerto Rican Migration

- Mexican American Population in the U.S. by State
- Country of Origin, U.S. Hispanic Population
- Hispanics in the Arts
 - Artists and Sculptors
 - Writers
 - Musicians
 - Architecture
- Latin American and Caribbean Foreign Policy

Grade 12

American Government

- Hispanic in Government
- Past and Present Governments
 - Cuba
 - Dominican Republic
 - Nicaragua

Economics

- Economics Contributions
- Statistical Information on Businesses

HISPANIC AMERICAN
CURRICULUM RESOURCE GUIDE

SOCIAL STUDIES

Grade Level: K

Topic: My family and others

Component/Competency

I. Geographic Understanding

A. After listening to stories about families from the continent of North America, South America, Asia, Africa and Australia, students will use a map and globe to:
(Focus on Hispanic countries)

- a. Locate the places that were the focus of their reading (continent and country)
- b. Locate basic physical features in North America, South America, Asia, Africa, and Australia; e.g., mountains, rivers, lakes, oceans.
- c. Make assumptions about how a people's way of life is affected by geographic factors such as landforms, climate, natural resource, and bodies of water.

II. Historical Awareness

A. After interviewing a variety of older family members, students will:

- a) Share a story from the family's story.
- b) Identify their family's nation(s) of origin. **(Focus on Hispanic countries)**
- c) Draw and share simple pictures that depict various family structures; e.g., nuclear, single parent, extended.

Competency activities.

I. Geographic Understanding

a. Using a globe or map students will locate Spain, Hispanic countries in South America, Central America and the Caribbean. **(See back for suggested list of countries)**

b. 1. Teacher and students will draw and color maps of Hispanic countries Which include basic physical features. **(See map section)**

2. Students will cut out scenes from magazines and travel brochures that depict the physical features of Hispanic countries.

c. 1. Small cooperative students group will dictate/write and illustrate books about life in Hispanic countries.

2. Students will listen stories about people from Hispanic countries and, using clues from the stories, determine the Hispanic country they feel the story is about.

II. Historical Awareness.

a. Students will take a home a teacher made survey for parents to complete. The survey will allow students to gain knowledge about their family's origin; e.g., Spain, Hispanic countries in South America, Central America and the Caribbean.

(See back for suggested list of countries)

Each child will draw or trace map of their family's nation(s) of origin. (See map section)

b. Parents will be asked to come and read teacher selected stories which focus on Spain, Hispanic countries in South America, Central America and the Caribbean.

(See back for suggested list of stories)

c) 1. Discuss the variety of family structures; e.g., nuclear, single parent extended.

2. After discussion, ask each student to draw a picture that represents each structure discussed.

3. Each student will draw a picture that represent an interesting story about his/her family's history.

Suggested List of Hispanic Countries.

Europe:

- Spain

Caribbean:

- Cuba
- Dominican Republic
- Puerto Rico

Central America:

- Costa Rica
- El Salvador
- Guatemala
- Honduras
- Mexico
- Nicaragua
- Panama

South America:

- Argentina
- Bolivia
- Chile
- Colombia
- Ecuador
- Paraguay
- Peru
- Uruguay
- Venezuela

Suggested List of Stories.

Author & Title

- | | | |
|-----|------------------------------|--|
| 1. | Ada, Alma Flor | My name is Maria Isabel |
| 2. | Altmann, Linda J. | Amelia's Road |
| 3. | Anaya, Rudolfo | The Farolitos of Christmas |
| 4. | Argueto, Manlio | Magic Dogs of the Volcanos |
| 5. | Brusca, Maria Cristina | On the Pampas |
| 6. | Buffet, Jimmy | Trouble Dolls |
| 7. | Bunting, Eve | How Many Days to America? |
| 8. | Cameron, Ann | The Most Beautiful Place in the World |
| 9. | Christopher Matt | Centerfield Ballhawk |
| 10. | Cordova Amy | Abuelita's Heart |
| 11. | Dorros, Arthur | Abuela |
| 12. | Dorros, Arthur | Isla |
| 13. | Eversole, Robin | The Flute Player |
| 14. | Garay Luis | Pedrito's Day |
| 15. | Garcia Maria | The adventures of Connie and diego |
| 16. | Garza, Carmen Lomas | Family Pictures |
| 17. | Gershator, David and Phillis | Bread is for Eating |
| 18. | Hall, Nancy A. | The Baby Chicks Sing |
| 19. | Herrera, Juan Felipe | Calling the Doves |
| 20. | Hewett, Joan | Hector Lives in the USA |
| 21. | Kurusa | The Streets are Free |
| 22. | Markum, Patricia Maloney | The little Painter of Sabana Grande |
| 23. | Martel, Cruz | Yagua Days |
| 24. | Maury, Ines | My mother and I Are Growing Strong |
| 25. | Medearis, Angela S. | The Adventures of Sugar and Junior |
| 26. | More, Patt | A Birthday Basket for Tia |
| 27. | Presilla, M.E. and Soto, G. | Life Around the Lake: Embroideries by
The Women |
| 28. | Steptoe, John | Creativity |
| 29. | Stanek, Muriel | I Speak English for Mom |
| 30. | Rohmer, Harriet | Uncle Nacho's Hat |

Component/Competency

II. Historical Awareness

B. After listening to stories about people from many cultural, racial, and ethnic backgrounds who have made a significant impact on United States history, students will: **(Focus on Hispanics)**

- a. Make a classroom picture book of famous Americans from different cultural, racial and ethnics groups.
- b. Create puppets that represent famous Americans and use them to dramatize each character's contributions to United States history.

III. Civics Responsibility

B. After studying flag and other political symbols that are used to represent groups of people, students will: **(Focus on the student's Hispanic country of origin)**

- a. Identify the flag of Florida and the United States.
- b. Identify the flags of country read about it in stories.
- c. Develop/draw a flag that symbolizes their classroom.

Competency Activities

II. Historical Awareness

- a. 1. Bring in books, magazines, and stories about famous Hispanics **(See multimedia Bibliography)**
 2. Have students make a big book with illustrations about famous Hispanics and their contributions. **(See back for suggested list of Hispanic Contributions)**
 3. Each student will choose a famous Hispanic and make a paper bag puppet and act out an appropriate page of the big book.

III. Civic Responsibility

- a. Bring in pictures of flags from Hispanic countries to display.
- b. Make a classroom flag by using pictures of students. Glue or sew each picture to a pre-cut square of cloth. Have students decorate around the picture using markers. Parents or community helpers will assist in the sewing or gluing.

Suggested list of Hispanic Contributions to History

Exploration:

Christopher Columbus (1451-1506)

While in Spain's service, the Italian-born sailor, Christopher Columbus, discovered the New World, including Puerto Rico and the Virgin Islands.

Both areas became part of the United States. Columbus, interested by the theory that one could sail due west across the Atlantic to reach Asia, convinced the Spanish rulers, Ferdinand and Isabel to sponsor his mission.

Admiral Columbus set sail in August 1492 on the *Niña, Pinta and Santa María*. He arrived in present-day in Bahamas, which he names San Salvador. He traveled back to the Caribbean several more times eventually becoming governor of Hispaniola in 1498. Reports of Columbus' mistreatment of both Spanish settlers and natives, and his failure to deliver promised gold and jewels to Isabel, led to his arrest and return to Spain. He returned to the Caribbean in 1502 and was marooned in Jamaica for a year. He returned to Spain in 1504 and died two years later.

Juan Ponce de León (1460-1521)

Ponce de León was the first Spaniard to set foot on the continental United States. He accompanied Columbus on his second voyage to the New World in 1493.

Ponce conquered and established a settlement in Puerto Rico in 1508, and was the island's first governor. In 1513, after his removal from office, Ponce set out to explore the area north of Puerto Rico. After sighting the coast of Florida and landing near present-day Melbourne Beach, Ponce turned south and explored the Florida Keys. He later sailed to Spain to the King, who in 1514 gave him permission to colonize and govern Florida. In 1521, he landed on the western Florida coast and battled the Calusas. He was fatally wounded by an Indian arrow and was buried in a church in San Juan, Puerto Rico. His epitaph read: "This narrow place is the tomb of a man who was a lion ["León"] in name, but more in deed".

Science and Technology:

Carlos Juan Finlay (1833-1915)

Carlos Juan Finlay discovers the link between yellow fever and the mosquito. Finlay was born in Cuba and studied medicine in Philadelphia, Pennsylvania. In 1890, Cuba was still under U.S. military rule. A United States Army doctor, Major Walter Reed, headed an American Yellow Fever Commission. The commission was sent to Havana to find the cause of yellow fever. Dr. Reed visited Finlay. He showed him the records for his experiments. Finlay also gave Reed little black mosquito eggs. These eggs, after hatching, were used to bite American soldiers who volunteered to test this theory of yellow fever. The soldiers came down with the disease and the commission had the proof it needed to convince the world that yellow fever was spread to humans by this mosquito.

Franklin R. Chang-Díaz (1950-)

In 1986 Franklin R. Chang-Díaz was the first Hispanic astronaut in space. Chang-Díaz was born in Costa Rica and his paternal grandfather was from China. He came

to the United States to attend college and eventually received his Ph.D. from the Massachusetts Institute of Technology. After becoming an astronaut in 1981, he participated in four space flights. The first was on the space shuttle Columbia in 1986. Chang-Díaz was the first to speak Spanish from outer space by transmitting a message to millions of Spanish-viewers throughout the world.

Walt Disney (1901-1966)

An unconfirmed report holds that Walt Disney, the founder of Walt Disney studios, was born José Luis Guirao in Mojácar, Spain. Elias and Flora Disney in Chicago subsequently adopted him. After studying at Chicago's Academy of Fine Arts, Disney turned to cartoons and in 1928 created Mickey Mouse in the groundbreaking *Steamboat Willy*. After Mickey's success, Disney became a creator of animated films and movie producer.

Component/Competency

IV. Cultural Awareness

A. After observing and discussing pictures, artifacts, and other physical objects brought from home that represent the families of class members, students will:

(Focus on Hispanic countries)

- a. List the elements that seem to be common among all cultures; e.g. religion, family, ceremonies, customs, holidays, music.
- b. Discuss similarities and differences among cultures.
- c. Create a class big book that includes drawings and pictures that represent the families and cultures of class members.

VI. Global Perspective

A. After studying holiday traditions in the United States and in other nations in North America, Asia, Africa and Australia, students will:

(Focus on Hispanic countries)

a. Identify pictures of holidays traditions in the United States and in other nations in North America, Asia, Africa and Australia, students will: **(Focus on Hispanic countries)**

- a. Identify pictures of holidays that are practiced by groups of people living in the United States.
- b. Describe the holiday traditions of countries other than the United States.
- c. Compare the holiday traditions of various cultures represented by students in the classroom.
- d. Create a paper quilt of the drawings that represent the holidays celebrated by the student in the classroom.

Competency activities

IV. Cultural awareness

- a. 1. Bring in a variety of books and pictures that represent the holidays, customs and traditions of Hispanic cultures. **(See back for suggested Hispanic celebrations)**
 2. Each student should bring in an object that is representative of his/her family's culture. This object, and its significance, should be share with the class.
 3. After each object is shared, the class should determine into what category it belongs; e.g., religion, ceremony, custom, holiday.
- b. 1. Survey parents to determine if they are willing to share examples of items they use in their Hispanic celebrations.
 2. As object are presented, the teacher should point out how each one is similar to or different from objects presented earlier. This is designed to focus on the similarities and differences among cultures.
- c. Each student will select their favorite object and write about it for a class big book on the cultures of the class.

VII. Global Perspective.

- a. 1. Each student should select his/her favorite holiday and draw a picture that represents their family's celebration of the holiday selected. Each student can share and explain the picture to the class. **(See back for suggested Hispanic celebrations)**
 2. Collect pictures of holidays practiced by various groups in the United States and Hispanic countries.
 3. Consider checking out books on holidays from the public library.
- b. Identify parents or community members who would be willing to talk about and share a holiday tradition from their culture.
- c. Create a paper quilt of the drawing of the students' favorite holiday.

Suggested List of Hispanic Celebrations of Culture

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

Saint's Day:

Deriving from a rural tradition where priest were scarce, in the notion on saints a personal intermediaries, linking ordinary people to god. On the saint's feast day, there may be a colorful parade, a church mass, folk dances, and plenty of food and drink. Many Hispanics also build altars to their personal saints at home.

Charreadas:

Charreadas or Mexican rodeos include a variety of riding competitions. This is accompanied by live music from mariachi bands and food.

Piñata:

The Piñata is the star attraction at Mexican Birthday and Christmas celebrations. The Piñata is a clay or papier-mâché container, colorfully decorated in an animal shape and filled with small toys, candies, and fruits. It is hung from a ceiling or under a tree, and blindfolded children take turns trying to break it with a stick. All its content falls to the ground where the children scramble to pick them up.

Cinco de Mayo:

This date celebrates the 1862 battle of Puebla, in which the Mexicans defeated a French army force. In California and the southwest, Mexican Americans honor their cultural heritage on this day with fiestas and parades. Many other Americans now join the celebration that commemorated this victory for independence.

Día de los Reyes Magos:

January 6, this Catholic holiday, commemorate the bringing of gifts by the Three Kings to baby Jesus. This is usually the traditional day of gift giving for many Hispanics. The children receive gifts supposedly brought to them by The Three Kings. Mexicans share special bread filled with almonds, coins and a doll of the baby Jesus. A more recent celebration of this holiday is the parade in the Little Havana, Miami.

Ash Wednesday:

Either in March or April, this day is marked by folk dancing in some places as well as traditional church ceremonies. This day signals the beginning of lent, the 40 days of penance, prayer and fasting in preparation for Easter Sunday.

**HISPANIC AMERICAN
CURRICULUM RESOURCE GUIDE**

SOCIAL STUDIES.

Grade Level: 1

Topic: Families Near and Far

Component/Competency

I. Geographic Understanding

A. After participating in sharing reading sessions of stories about families in North America, South America, Africa, Asia and Europe and participating in class discussions regarding the national ancestry of class members, students will: **(Focus on Hispanic countries)**

- a. Use a map and globe to locate and name places that were the focus of their reading and class discussion.
- b. Use a map and label the continent and oceans.
- c. Identify and locate geographic features that are described in stories or mentioned in class discussions.
- d. Create their own picture dictionaries that represent geographic features found in the stories.

Competency activities

I. Geographic Understanding

a. 1. Using the text, maps and globes, and other support material, review and study the objectives related to this competency. **(See back for suggested list of countries)**

2. Locate a variety of books for the classroom library about the families from Hispanic countries. **(See Hispanic Multimedia Bibliography)**

3. Have travel brochures, pictures, and maps from Hispanic countries available in classrooms learning centers. **(See map section)**

b. 1. As a homework assignment, students will gather information about their nation(s) of origin with the assistance of their parents.

2. The results of this homework assignment will be used as a reference to identify and locate their nation(s) of origin on a map or globe.

c. 1. Identify other physical features found in these countries; e.g., mountains, lakes, oceans, rivers.

2. Using cardboard boxes and salt clay, students will make a 30" map of their nation. They can paint the map to show major physical features. (If salt clay cannot be produced, students can draw maps.)

d. 1. Students will make individual picture dictionaries of the countries studies. The student for their dictionary should select at least five physical features.

2. Students may either draw or cut out pictures of the features.

3. Allow students to share their dictionaries.

4. Define/discuss each physical feature.

List of Hispanics countries

Europe:

Spain

Caribbean:

Cuba
Dominican Republic
Puerto Rico

Central America:

Costa Rica
El Salvador
Guatemala
Honduras
Mexico
Nicaragua
Panama

South America:

Argentina
Bolivia
Chile
Colombia
Ecuador
Paraguay
Peru
Uruguay
Venezuela

Component/Competency:**II. Historical Awareness**

A. After reading or listening to stories, songs, and/or poems about people from North America, South America, Africa, Asia, and Europe, students will: **(Focus on Hispanic countries)**

- a. Distinguish between past and present and place events/people in chronological sequence.
- b. Describe the contributions of important Hispanic individual and explain how these contributions have impacted the world.
- c. Develop and participate in skits with reflect the historical contribution of important Hispanic figures.

Competency activities

II. Historical Awareness

- a. 1. Discuss the concepts of past and present with the class
2. Cite example from the student's lives to illustrate these concepts.
3. Introduce the concepts of chronology or order by asking students to place the following three events in order:
 - Started first grade
 - Celebrated their first birthday
 - Learned to talk
4. Have students apply the concepts of past, present and chronology to the stories they listen to or read.
5. Students will be asked to place various events in the stories in the order in which they happened.
- b. 1. As stories, songs and poems are read or listened to in class, identify the people in them who have contributed to history. **(See suggested list of stories, songs and poems)**
2. Discuss how these individuals have made a difference.
- c. Select at least one Hispanic individual to examine more closely. Have a group of students develop and present a skit depicting important events in the person's life; e.g., childhood experiences, professional life, dilemmas or problems faced. Use these skits to reinforce the concept of chronology and to discuss the contributions mentioned. **(See Hispanic Multimedia Bibliography)**

Suggested Stories, Songs and Poems

- | | |
|------------------------------|---|
| 1. Anzaldúa, Gloria | Friends from the Other Side |
| 2. Cisneros, Sandra | Hairs |
| 3. Delacre, Lulu | Arroz con Leche-Rhymes from Latin America |
| 4. Delacre, Lulu | Las Navidades: Popular Christmas Songs from Latin America |
| 5. Matiella, Ana C. | Suite 13 |
| 6. Mohr, Nicolasa | All for the better: the story of el Barrio |
| 7. Mora, Pat | The desert is My Mother |
| 8. Orozco, Jose Luis | De Colores and Other American Songs for Children |
| 9. Palacio-Jaramillo, Nelly | Grandmother's Nursery Rhymes |
| 10. Rodríguez, Gina M. | Green corn Tamales |
| 11. Rodríguez, Odilia Galván | Ponies |
| 12. Rodríguez, Odilia Galván | Migratory Birds |

13. Rosello, Carmen	Mother Tongue
14. Rosello, Carmen	Coming Home
15. Sánchez, Elba Rosario	Works from Tallos de Luna
16. Shute, Linda	Rabbits Wishes
17. Soto, Gary	Too Many Tamales
18. Steck-Vaughn, 1993	Viva Mexico!: The Story of Benito Juárez and Cinco de Mayo
19. Belpré Pura	Oté: A Puerto Rican Folk Tale
20. Belpré Pura	Pérez and Martina

Component/Competency

V. Cultural Awareness

A. After examining the concept of culture and its impact of society, the student will:

- Discuss the cultural background of the members of the class.
- Listen to stories that focus on the cultural traditions of North America, South America, Africa, Asia, and Europe. **(Focus on Hispanic countries)**
- List examples of the methods by which culture is transmitted to young members of any society.
- Develop a poster that identify the similarities and/or differences among cultures in categories determined by the students; e.g., marriage customs, holiday traditions.

Competency activities

V. Cultural Awareness

a. 1. Identify stories writing for authors from Hispanic countries and cultures **(See Hispanic Multimedia Bibliography)**

2. Listen to literature selections written by Hispanic authors with special attention given to selections dealing with cultural traditions and customs.

3. Discuss the similarities and differences in the customs and traditions described in the stories.

b. 1. Prepare a parent survey to gather information about the cultural background of student's families, including family customs and traditions.

2. Using the information from the survey, ask the students to write individual stories about their cultural background.

3. Students will take these stories home to be reviewed/revised in cooperation with their parents.

- c. 1. Students will draw or bring in photographs depicting an important family custom or tradition.
 2. Use these to develop a group poster or bulletin board. Cluster the drawing and photos around related themes; e.g., holidays, religious training.
- d. Discuss the ways customs and traditions are passed along to younger members of society; e.g., education, religious training.

Component/Competency

VI. Global Perspective

A. After studying about families in North America, South America, Africa, Asia, and Europe, the students will: **(Focus on Hispanic countries)**

- a. Discuss "cultural shock" families from selected countries might experience when they relocate to South Florida; e.g., language, customs, diets.
- b. Create a classroom bulletin board depicting customs and traditions enjoyed by families in North America, South America, Africa, Asia, and Europe throughout the United States.
- c. Participate in a cultural experience that will introduce them to an aspect of life from another country; e.g., food, dance, games, music.

Competency Activities

VI. Global Perspective

- a. 1. Identify and ask parents, community members and students to discuss their experiences in coming to South Florida.
 2. Ask speakers to speak directly to the problems they faced when first arriving (culture shock); e.g., new language, unfamiliar foods and customs.
 3. Ask speakers to address their feelings about being "different".
- b. 1. Collect and place books, pictures and cultural objects from Hispanic countries in learning centers. **(See back for list of suggested food, dance, and music)**
 2. Obtain travel magazines for cutting and created a classroom bulletin board on customs and traditions.
- c. 1. Students will create and distribute invitations to parents for a cultural food-tasting luncheon.
 2. Invite parents and students to share music and dances from Hispanic cultures.

Food, Dance and Music

Food

Mexican:

Mexican food is truly mestizo (of mixed blood), combining Spanish and Indian influences.

- Burrito: a wheat tortilla, wrapped around a warm filling, usually of beans, chicken, beef, or cheese and covered with red or green chile sauce.
- Chiles rellenos: Large, relatively mild chiles stuffed with cheese or meat; dipped in a batter of egg, milk and flour; then fried.
- Chimichanga: Flour tortilla stuffed usually with refried beans, meat, and cheese, then rolled up and deep-fried. It is served with garnished such a lettuce, tomato, sour cream, chopped onions and red or green chile sauce.
- Mole poblano: Spicy chocolate sauce said to have been invented by nuns in Mexico's Puebla region. Chicken stock, chile peppers, almond, garlic onions, tomatoes, raising, sesame seeds, cinnamon, cloves, cilantro, salt, and others flavors are all mixed in with chocolate. It is often served over turkey.

Puerto Rican:

Puerto Rican Cuisine combines the Spanish influence with native Taíno cooking and tasted introduced by enslaved Africans and Puerto Ricans.

- Frituras: Fritters, served as appetizers. One popular kind on the island is made with dry salted codfish.
- Mofongo: Fried green plantain mashed, then shaped into a ball; combined with garlic and pork crackling but now often stuffed with seafood, vegetables, or chicken.
- Pasteles: Dumplings made from vegetables dough which combines finely grated taro root, potato, unripe bananas, and green plantains, then stuffed with a pork, seafood, or poultry filling.

Cuban:

Cuban food is a combination of a Taíno and Siboney inhabitants, the Spanish settlers, and the African slaves.

- Lechón asado: Roast suckling pig.
- Picadillo: Ground beef cooked with onion, bell pepper, garlic, raisins, olives, tomato, and other ingredients.
- Yuca con mojo: Boiled yuca (root vegetable) served with a sauce of garlic and sour orange (or lime) juice.

Music and Dance

Bolero:

Related to the lively, castanet-clacking music of the Spanish dance, with its sharp turns and foot stomping. The Cuban bolero was popular in the United States in 1950s.

Cha-cha-cha:

The music and dance began in Cuba with Enrique Jorrín and later came to the United States in 1954.

Conga:

This dance is named after a long, narrow drum, fundamental to the Afro-Cuban sound. The dancers form a winding line as they dance to the simple rhythm, with its heavy percussive accent on the fourth beat of every measure.

Merengue:

A Dominican dance with roots in the early nineteenth century. This music and dance uses the sound of the accordion, tambora drum, güiro, and human voice. The dance uses a dragging foot movement.

Miami Sound:

American pop, salsa, jazz, and samba have been brought together in the Miami sound. This trend appeared in the 1980's and one of the most popular artists to contribute to this sound has been Gloria Estefan.

Salsa:

This music is a combination of Afro-Cuban beat with touches of jazz, pop, and Puerto Rican *plenas* (satirical, socially aware songs). Salsa origins lie in the Hispanic neighborhoods of both the United States and the Caribbean.

Tejano:

A style from the Mexican American Southwest, the roots of this music come from Colombian folk tunes (rancheros, cumbias) and Mexican polkas. Components from pop, rock, and Afro-Cuban sound have been added to this popular music.

HISPANIC AMERICAN
CURRICULUM RESOURCE GUIDE

SOCIAL STUDIES

Grade Level: 2

Topic: Communities

Component/Competency

II. Historical Awareness

A. After studying communities in the United States, including their own, the student will: **(Focus on Hispanic countries)**

a. Interview family members and/or neighbors to identify changes that have been taken place in the community in the past 20 years.

- b. Share the interview findings with the class.
- c. Create a chart or diagram to compare and contrast the local community with a community in another part of the country.

Competency Activities

II. Historical awareness

- a. 1. Develop a list of core questions students can use in their interviews with Hispanic parents or neighbors. Be sure to include questions about the changes the community has experienced over the last 20 years.
 - 2. As a class, have students prepare a questionnaire, which will be used for interviews with family members and/or neighbors.
- b. 1. As homework, ask students to interview several relatives and neighbors about the community, including the changes they have seen in the past 20 years.
 - 2. Wherever possible, have students bring in family photographs that illustrate changes in the community.
- c. After the interviews have been completed, ask students to share their findings with the class. Discuss the changes in the local community that were identified by the relatives and neighbors who were interviewed; e.g., more people, more development, changing racial/ethnic composition of the community.
- d. Select a community in another part of the United States to compare with the local community. Create a wall chart that compares the two communities; weather, urban/suburban vs. rural, ways people earn a living, recreational activities.

Component/Competency

V. Cultural Awareness

A. After examining the cultures that exist in the local communities, the student will: **(Focus on Hispanic Cultures)**

- 1. Listen to or read histories that focus on the customs and traditions of cultures represented in the community.
- 2. Discuss the cultural backgrounds of class members, focusing on cultural pride and respect.
- 3. Write and illustrate story about South Florida that focuses on positive interaction between cultural groups.

VI. Global Perspective

A. After studying cultural groups represented in the community and in North America, Africa, Asia, and Europe, the students will **(Focus on Hispanic culture)**

- a. Recognize that people have different customs and traditions.
- b. Develop an original class or group slogan illustrating the importance of respecting other cultures.
- c. Create a visual display; e.g., bulletin board, illustrating aspects of cultural diversity.

Competency Activities

V. Cultural Awareness

a. Have students read and listen to histories that focus on the customs and traditions of Hispanic cultures represented in the community (**See back for list of stories**)

b. 1. Have students share with the class their thoughts about Hispanic's customs and traditions.

2. Discuss the importance of appreciating cultures other than one's own. Discuss the negative effects of prejudice, discrimination and stereotyping.

3. Have students gather materials for a Hispanic cultural "show and tell" with artifacts and memorabilia that represent their culture.

4. Working in cooperative groups, have students create "culture centers" that depict the culture represented in the class. Each group should be responsible for arranging the artifacts/memorabilia for these centers and explain what each represents.

c. 1. Have students create an imaginary friend from a culture other than their own.

2. Have students write a short story about their relationship with their friend; e.g., what they met, what they do together, what it is like to visit the friend's home.

3. Illustrate the story.

a. 1. Select books and stories from Hispanic cultures (**See Hispanic Multimedia Bibliography**)

2. Display pictures, magazines and books in the classroom and/or centers about Hispanic's customs and traditions.

b. Working in cooperative groups, have students develop a slogan on the importance of respecting other cultures. Using available art supplies, have each group create a banner for their slogan.

c. Create a "Cultural Awareness Bulletin Board" with the banners, reports and illustrations created by students.

Suggested List of Stories on Customs and Traditions

- | | | |
|----|------------------------|-----------------------------|
| 1. | Brown, Tricia | Hello, Amigos! |
| 2. | Carlson, Lori Marie | Sol a Sol: Bilingual Poems |
| 3. | Corpi, Lucha | Where Fireflies Dance |
| 4. | Dorros, Arthur | Abuela: Tonight is Carnaval |
| 5. | Dumas-Lachtman, Ofelia | Pepita Talks Twice |
| 6. | Garza, C.L. | Family Stories/Cuadros de |

- | | | |
|-----|------------------------|--------------------------------|
| 7. | Garzan Carmen | Familia |
| 8. | Kleven, Elisa | Family Pictures |
| 9. | Pfeffer, Wendy | Hooray! A Piñata |
| 10. | Rosa-Cassanova, Sylvia | Marta's Magnets |
| | | Mami Provi and the pot of Rice |

HISPANIC AMERICAN CURRICULUM RESOURCE GUIDE

Grade Level: 3

Topic: Our Culture

Component/Competency

II. Historical Awareness

A. After study the concept of immigration, the students will: **(Focus on Hispanic immigration)**

- a. Read or listen to stories about individuals and groups who have immigrated to the United States and to the local community.
- b. Discuss the reasons people immigrate, comparing past groups to present groups.
- c. Pretend that they are immigrants and write a letter about their experiences since arriving in the United States.

V. Cultural Awareness

A. After studying the customs, traditions, and values of various racial, cultural, and ethnic groups, students will: **(Focus on Hispanic culture)**

- a. Discuss ethnic traditions and customs of various groups in the United States; i.e., arts, craft, music, drama, literature, language.
- b. Depict how the environment can impact the development of culture; e.g., trends and styles, climate and habitat.
- c. Create a class book that provides examples of acculturation; e.g., universally celebrates holidays, and distinct ethnic beliefs and practices; e.g., superstitions, dining practices, rituals.

Competency Activities

II. Historical Awareness

- a. The students will visit the library and have the media specialist read them a short history about a young person's immigrant experience. The student may check out

books related to immigrants and their experience. **(See Hispanic Multimedia Bibliography)**

b. 1. Each student will complete a book report form on the book they checked out from the library.

2. The class will be broken into small groups where each member shares the major points covered in their book report.

3. After all groups have shared within their group; the teacher should lead a class discussion about why people immigrate and the reasons why many groups want to come to the United States. The teacher should make sure that the discussion compares the past and present. Consider making a chart that identifies the reasons for immigration.

c. After the class discussion, each student will pretend that they are immigrant and write a letter about their experiences since arriving in the United States.

V. Cultural Awareness

a. 1. Plan a field trip to the Historical Museum.

2. Display picture book that deal with Hispanic traditions found in the United States. **(See Hispanic Multimedia Bibliography)**

3. Invite Hispanic parent to come in and teach children a poem or song in their native language.

b. 1. Assign students to groups to complete library research on a select racial, cultural, or ethnic group.

2. Each group will research and provide at least one example of the following for their selected group: arts, crafts, music, drama, literature, and language. **(See back for suggested list of customs and traditions)**

3. Additionally, each group will attempt to determine how the particular environmental circumstances of each group affected its culture.

c. 1. Each group will present its culture to the class. As each group makes its presentation, the class will identify elements that are incorporated into other cultures and elements that appear to be distinct belief and practices.

2. Compile a big culture book after all groups have presented.

Suggested List of Customs and Traditions

Visual Arts and Crafts

Retablos: paintings, mostly in tempera on wood panels, created for church altars. Retablos are a true folk art that flourished in New Mexico in the nineteenth century. The artists of the crafts were from a group known as santeros (makers of saints). Their work were popular in churches and for devout Catholics who wanted pictorial representations of their patrons saints.

Bultos: Painted figurative sculptures, usually carved from cottonwood.

The sculpted bultos are usually tall and slender, with short chest and long legs. The head and arms are carved separately and attached to the body with pegs. Bultos where popular in the late 1920s, when Santa Fe hosted crafts shows.

Chicano Murals: colorful depictions of Hispanic-themes scenes.

In the late 1960s and 1970s this art form gained much attention for its looks as well as its politics. Across the barrios of the urban Southwest, California, and Midwest, Mexican artists work on the wall of the schools, stores, factories, housing projects, and cultural centers, depicting the genuine expression of the Chicago identity.

Music

Afro-Cuban jazz:

Afro-Cuban jazz or Cubop developed during the 1940s as a fusion of Afro-Cuban sound and the new bebop movement that was being led by Dizzy Gillespie and Stan Kenton. The Afro-Cuban band included Machito (Frank Grillo), Mario Bauza and Tito Puente.

Bugalú

In 1960, New York City Latino musicians created the bugalú. This sound fused the familiar mambo sound with rhythm-and-blues and early rock and roll. The music and its dance were popular among Hispanics and African Americans.

Drama and Literature

West Side History

This 1957 musical play by Robert Wise and Jerome Robbins portrays two young lovers caught in the crossfire between Anglo and Puerto Rican gangs.

Pocho

This 1959 novel by José Antonio Villareal is considered to be the first Chicano novel. This is a story about Richard Rubio, the son of fugitives from the Mexican Revolution, who grows up in the era of depression in California.

Nilda:

This 1973 illustrated book by Nicholasa Mohr, depicts the life of a young Puerto Rican girl growing up in Spanish Harlem during World War II amongst prejudice and economic hardship. This novel was selected Outstanding Book of the Year by *The New York Times* and a Best Book of 1993 by The American Library Association.

Language

Many words in American English have derived from Spanish origin. Below are some examples:

Adobe	cockroach	mosquito	tornado
aficionado	macho	patio	vamoose
cabana	marijuana	plaza	vigilante
cafeteria	mesa	pronto	

Component/Competency

VI. Global Perspective

A. After discusses the multicultural aspects of the classroom and the local community, the student will: **(Focus on Hispanic culture and local community)**

- a. Map a route to the student's nation of origin/ancestry on a world map.

- b. Prepare a travel itinerary for a trip to the student's nation of origin/ancestry.
- c. Draw pictures of things that the student would expect to see in reading his/her destination.

Competency Activities

VI. Global Perspective

- a. 1. Display maps, books, pictures and artifacts pertaining to national origin of students.
2. Each student will use the world political map to draw a route back to his/her nation of origin/nation of ancestry. **(See map section)**
- b. 1. Determine, by take home-survey, each student's nation of origin/ancestry.

2. Each student will prepare a travel itinerary that identifies the nation/states that would be traveled through/over in making the trip.
- c. Each student will draw pictures of things that they would expect to see along their route. **(See Hispanic Multimedia Bibliography)**

HISPANIC AMERICAN
CURRICULUM RESOURCE GUIDE

SOCIAL STUDIES

Grade Level: 4

Topic: Florida

Component/Competency

II. Historical Awareness

A. While studying Florida's history, the students will: **(Focus on Hispanic Events)**

a. Complete a time line illustrating major events in Florida's history from 1513 to the present.

b. Create a portrait gallery of historical personalities who have contributed to Florida's history.

c. Research the impact of various nations, both past and present, on Florida's history and culture.

d. Compare and contrast the current Native American Indian cultures in Florida with the cultures, as they existed prior to the arrival of Europeans.

Competency Activities

II. Historical Awareness

a. 1. Obtain and display information of Native Americans in Florida.

2. If possible, visit a Native American Indian reservation and/or the Historical Museum.

3. Use the text and pertinent library books for acquiring information about Hispanic events and important Hispanic personalities in Florida's history. **(See back for suggested Hispanic personalities)**

b. 1. Divide the class into research groups. Assign each group a time period in Florida's history between 1513 and the present. **(See back for suggested time line)**

2. Each group should utilize the library to complete the following:

- Identify the major Hispanic events that either occurred in or impacted Florida during this time period.
- Identify Hispanic historically prominent people during this time period. After identify him or her, each group should select at least two and draw a picture of each person. A caption, which identifies the person's impact on Florida, should accompany the picture.
- Identify the nations that impacted Florida during the time period.

NOTE: It may be easier to identify the nations in earlier periods in history. For later periods, the students could identify major sources of immigration, sources of international trades, etc.

- Each group will describe the status of Native American Indian cultures in Florida during the time period.

c. 1. After completing the required search, each group will present the findings to the class.

2. Using the information provided by each group, students will complete a time line of Florida's history.

3. The pictures drawn by each group may be used to create a portrait gallery of famous Florida personalities.

4. Each student will write an expository paper comparing and contrasting the current Native American Indian cultures in Florida with the cultures, as they existed prior to the arrival of European.

Component/Competency

V. Cultural Awareness

A. After examining artifacts, photographs, and other materials representative of Florida history and culture, students will: **(Focus on Hispanic history and culture)**

- a. Identify Florida's symbols and hypothesize as to why they were chosen.
- b. Propose possible alternative choices for our state symbols and provide reasons for the alternatives.
- c. Select a specific artifact and prepare an oral or written report on the artifact's significance.
- d. Create a time capsule, which includes items that reflect current Florida culture.

Competency Activities

V. Cultural Awareness

a. 1. If possible arrange for a field trip to a Hispanic museum and obtain pamphlets and brochure. **(See back for suggested list of Hispanic Museums.)**

2. Display artifacts and photographs representative of Florida's Hispanic culture and history.

b. 1. Have student list Florida's symbols and provide possible explanations as to why they were chosen.

c. 2. Ask students to provide at least one alternative choice for each symbol and provide a rationale for the alternative selection. Note: consider assigning a small group of students the task of identifying Florida's symbols or the teacher could provide a list of symbols for the students. The entire class could then discuss the significance of each symbol.

d. 1. Define primary source and discuss various examples of primary sources in linking the past with the present.

2. Develop a class project whereby each student makes a contribution to a time capsule, which would reflect our current Florida culture. Students could cut out pictures, submit photograph, or use real objects. **(Focus on Hispanic culture)**

Suggested Time Line - 1513 to 1784

1513	Vasco de Nuñez de Balboa crossed the Isthmus of Panama and became the First European to see the Pacific Ocean.
1513	Ponce de León explores Florida coast.
1514	Don Pánfilo de Narváez appointed governor of Florida
1519-1522	Ferdinand Magellan a Spanish subject, Magellan's crew and ship, completes voyage of circumnavigation.
1519	Hernán Cortés brings horses and women from Spain to the Americas. Several women established themselves as nurses: Isabel Rodríguez and Beatriz de Paredes.
1523	Esteban Gomés scouts North American coast from Nova Scotia to Southern Florida.
1537	The oldest Marine Corp in the world is the Spanish Marines.
1565	St. Augustine, Florida established by Pedro Menéndez de Avilés.
1702	English from Carolina besieged Castillo de San Marcos unsuccessfully, but razed St. Augustine, Florida.
1704	English destroy the Spanish mission in North Florida.
1728	English, again raided Spanish in St. Augustine.
1740	The British besieged the Spanish in St. Augustine unsuccessfully.
1742	The Spanish build Fort Matanzas at an inlet 14 miles south of St. Augustine.
1763	Spanish Florida ceded to England by Treaty of Paris.

Suggested Hispanic Personalities

Juan Ponce de León (1460-1521)

Ponce de León was the First Spaniard to set foot on the continental United States of America. He accompanied Columbus on the second voyage in 1493. Ponce conquered and established a settlement in Puerto Rico in 1508, and was the island's first governor. In 1513, after his removal from office, Ponce set out to explore the area north of Puerto Rico. After sighting the coast of Florida and landing near present-day Melbourne Beach, Ponce turned south and explores the Florida Keys. He later sailed to Spain to report to the King, who in 1514 gave him permission to colonize and govern Florida. In 1521, he landed on the western Florida coast and battled the Calusas. He was fatally wounded by an Indian arrow and was buried in a church in San Juan, Puerto Rico. His epitaph read: "This narrow place is the tomb of a man who was a lion ["León"] in name, but more in deed".

Pánfilo de Narváez

In June 1527, Narváez with his aide Alvar Núñez Cabeza de Vaca and a crew of 600, set out from Spain to see La Florida. During a stop in Santo Domingo, one-quarter of his crew deserted, a misfortune that got worse when sailing on to Cuba for additional supplies he lost two of his ships in a hurricane. He sailed on to Tampa Bay where he took formal possession of the territory in 1528. The army of 400 trudged through the swamps, prairies, and forest before settling at a spot near Tallahassee. Along the way they lost some of their party to Indians. Narváez's party spent 25 days looking for gold, but finding none they met up their ships and left.

Hernando de Soto

De Soto while appointed governor of Cuba, the most actively colonized island in the Caribbean, decided to explore Florida for gold. The Florida mission consisted of nine ships carrying 600 people, including two women, more than 200 horses and livestock. He left his wife, Isabel de Bobadilla as Cuba's governor and arrived near Tampa Bay in May 1539. Indians were captured and enslaved in chains. The group set up camp at the Apalache Indian Village of Anhaica in Tallahassee. After traveling north to Georgia, the Carolinas and Tennessee they returned south. On their return trip, they had a major battle with the Indians led by Chief Tascalosa, where they suffered many casualties. De Soto then traveled north to Arkansas where he stayed until he became ill and died.

Tristán de Luna Arellano

Arellano attempted to settle Florida with 500 soldiers, 1,000 colonist, and 240 horses. He came to the mainland through Mexico also known as New Spain. He landed in Pensacola Bay on August 14, 1559, establishing a settlement called Santa Maria de Ochuse. A hurricane destroyed all but three of his ships which cost the expedition most of its food and supplies.

Pedro Menéndez de Avilés.

After being granted the governor of Florida by King Felipe II of Spain in 1565, Aviles landed in the Indian village of Seloy on Florida's Atlantic coast. There he founded the settlement of San Agustín (St. Augustine), named after the saint whose feast it was the day they entered the harbor. Menéndez invited the local natives to sit down to what was the first Thanksgiving ever celebrate in the land. Shortly after, he set out to take the French fort to the north. The French, offering little resistance, were massacred and the fort was renamed the fort of San Mateo. Over the next ten years, Menéndez established several missions. Tequesta, named after the local Indian tribe, was constructed as far south as Miami. Saint Augustine withstood many assaults in the future, and today stands as the first and oldest European settlement in the United States.

Vazco Núñez de Balboa

On September 13, 1513, Balboa was the First European to see the eastern shore of the Pacific Ocean. He accomplished this feat after an arduous trek through the jungles of what is now Panama. He claimed the Pacific Ocean and all its shores for Spain. This opened the door For Spanish exploration and conquest along the western coast of South America.

Suggested List of Hispanic Museums

Art Museum of the Americas, Washington, D.C.

An Institution of the Organization of the American States (OAS) For contemporary Art of Latin America and the Caribbean. It houses a permanent collection of more than 2000 pieces, as well as rotating exhibits.

Archer M. Huntington Art Gallery, The University of Texas, Austin

This museum Focuses on 20th century Latin American with a collection of 1700 works.

The Florida Museum of Hispanic and Latin American Art, Miami

This museum opened in 1991 to promote the art of Spain, Latin America and the Caribbean. It organizes 11 exhibitions per year, as well as educational courses and events. The permanent collection holds approximately 250 works.

The Latin American Art Museum, Long Beach, California.

This museum opened in 1996, financially backed by the Robert Gumbiner Foundation. It contains a collection of Latin-American Art and houses galleries for temporary exhibits, library and conference rooms.

El Museo del Barrio, New York

New York's only museum dedicated to Latin American and Latino art, Founded by Puerto Rican artist and educators in 1969.

The Mexican Fine Art Centers Museum, Chicago

This museum contains permanent and temporary exhibits of Mexican artists from the USA and Mexico.

The Mexican Museum, San Francisco

This museum opened in 1975 and holds over 9,000 pieces including pre-Hispanic art, Colonial art, contemporary Mexican Art and the Mexican- Americans/Chicanos.

The Southwest Museum, Los Angeles

The Southwest Museum holds one of the nation's most important museum, library, and archive collections related to the American Indian. In addition, it has extensive holdings of pre-Hispanic, Spanish colonial, Latino and Western American art and artifacts.

Local Museums

Bay of Pigs Museums, 1821 S.W., 9th St.

Crédito Cigar Factory, 1106 S.W., 8th St.

Cuban Cultural Heritage Monument, West 44th St., between 8th and 12th Ave.

Cuban Museum of Arts and Culture, 1300 S.W., 12th Ave.

Cuban National Heritage, 300 Aragon Ave.

Florida Museum of Hispanic and Latin American Art, 1 N.E. 40th St.

Historical Museum of Southern Florida, 102 W. Flagler St.

Little Havana's Walk of Fame, S.W., 8th St.

Suggested List of Hispanic Culture and Art

Visual Arts and Crafts.

Hispanic Art is varied. Some emphasize folkloric traditions and others political expressions. Hispanic artist figures greatly in the art movement of the USA as described below.

Mexican American

Retablos: paintings, mostly in tempera on wood panels, created for church altars.

- Jose Rafael Aragón

Bultos: painted figurative sculptures, usually carved from cottonwood

- Miguel Herrera
- Jose Benito Ortega

Chicano Murals: colorful depictions of Hispanic-themed scenes.

- David Alfaro Siqueiros
- Diego Rivera
- Jose Clemente Orozco

Puerto Rican poster movement: art that describes the New York barrio

- Jorge Soto
- Rupert García

Music

Hispanic music has a common ancestry, which includes three distinct traditions: that of the Hispanic (European); that of the indigenous people; and that of the African slaves in Spanish colonies. Over the centuries these sounds have combined to create a wide variety of colorful styles. Also Hispanic Americans have generated their own homegrown music such as: Corridos (ballads), Rancheros (ranch songs) and Tejano (Texan Mexican sound). Below are a few styles, which have crossed over into mainstream acceptance.

- Afro-cuban jazz
- Bolero
- Bossa Nova
- Bugaló
- Conga
- Latin Jazz

- Latin Rock
- Mambo
- Miami Sound
- Pachanga
- Rumba
- Salsa
- Samba
- Tango

Literature

Hispanic writers have flourished as they have produced works in Spanish, English, or a combination. Mexican Americans, Puerto Ricans and Cuban Americans have all contributed uniquely to this mode of expression.

Mexican American

The Mexican American themes include the Aztec and Maya legacies; growing up in the barrio; the current struggles of every day life, and protest and political action.

Pocho	...And the Earth Did Not Swallow Him
I am Joaquin	Barrio Boy
The House of Mango Street	Songs My Mother Sang to Me

Puerto Rican

Puerto Rican literature preserves the history and culture among mainlanders and their return to the island.

La Carreta	Nilda
A Puerto Rican in New York and Others Sketches	The Comeback
When I Was a Puerto Rican	Short Eyes

Cuban American

The Cuban American literature produced after the Cuban Revolution focuses on the unique experiences of the first generation of Cuban Americans. While the older writers generally wrote in their native Spanish and use Cuba and the Cuban Revolution as their subject and setting, today's Cuban American writers focus on their own American experience.

The Cousins	Fefu and the Friends
El Portero	Raining Backwards

Component/Competency

V. Cultural Awareness

B. After defining discrimination, prejudice, and stereotypes and discussing current related issues in Florida, students will: **(Focus on Hispanic issues)**

- a. Compare their lifestyles to lifestyles of persons in other countries by compiling a chart in terms of housing, education, food, transportation, technology, entertainment, and income.
- b. Draw pictures or creates a collage that represents the literature, music, and art forms of selected cultures.
- c. Develop a news programs focusing on the difficulties immigrants experience during acculturation.

Competency Activities.

V. Cultural Awareness

- a.
 1. Define/discuss vocabulary needed for the competency.
 2. Have each student research another country lifestyle and use the information as a basic for comparison to his or her own lifestyle. Compile the information in chart form. **(Focus on Hispanic Lifestyles, if student is not Hispanic)**
- b.
 1. Collect current events articles, which focus on aspects of life in other countries and relate to part A in the competency.
 2. Have each student develop a collage (based on their research), which represents the literature, music and art forms from the selected country. **(See back for suggested list of Hispanic culture)**
 3. Each student will share his/her chart and collage with other students.
- c.
 1. Ask students to make a list of "What I would like to Know" questions to be asked of a guest speaker who will discuss his/her immigration experiences.
 2. Invite a guess speaker who is not a native-born American to speak to the class on lifestyles of another country and reasons for immigration. **(Guest Speaker should be on Hispanic origin.)**
 3. Students will work in groups to create and then present a new program which focuses on the difficulties by immigrants; i.e., becoming "Americans" in habits and lifestyles.
 4. After accomplishing A-C, a class discussion should relate the knowledge gained back to discrimination, prejudice, and stereotyping. The discussion should focus on how knowledge of the culture of other groups will help prevent/reduce discrimination, prejudice, and stereotypes.

SOCIAL STUDIES

Grade Level: 5

Topic: United States History and Geography

Component/Competency

II. Historical Awareness

B. After reading biographies of Americans in selected periods of United States history, students will: **(Focus on Hispanic-Americans)**

- a. Create a "talk-show" with famous Americans that emphasize accomplishments, goals, aspirations, and philosophies.
- b. Participate in class discussion evaluating the lasting contributions of the individuals represented.

Competency Activities

II. Historical Awareness

- a. 1. Provide students with opportunities to read a variety of materials related to Hispanic-American history; e.g., biographies, short histories, poetry, myths, legends, folklore. **(See back for suggested list of materials and biographical sketch format).**
 2. Based on the reading done in class and home, have students stage re-enactments of events in American history involving notable Hispanics or Hispanic-Americans; e.g., Columbus meeting with King Ferdinand and Queen Isabella, Ponce de León reaching Florida, Captain Maximiliano Luna and the Rough Riders.
- b. 1. Have students participating in discussion panels from the past is interviewed by a modern-day journalist/talk show host and their accomplishments are evaluated in terms of the long-range effect on American society.

2. Have students play "Who Am I?" by reading selected biographical information to the class and having the class guess the identity of the individual.

Suggested materials, Biographical Sketch Format

Biographies, Short Stories, Poetry, Myths, Legends and Folklore.

Biographies:

Author

Gleiter, Jan
De Varona, Frank
Sumption, Christine
Gonzalez, Doreen

Gleiter, Jan, et. al
Gleiter, Jan
Perez, Frank & Huerta Dolores
Genet, Donna

Cruz, Barbara & Cruz, Barbarac
Rodriguez, Janel
Dodson Wade, Mary
Gleiter, Jan, et al.
Ling, Bettina
Gleiter, Jan, et al
Goodnough, David
Gleiter, Jan, et al

Title

Benito Juárez
Bernardo de Gálvez
Carlos Finlay
César Chávez: Leader For Migrant
Farm Worker
Farragut David
Diego Rivera: His art, His Life
Dolores Huerta
Father Junipero Serra: Founder of
CaliFornia Missions
Frida Kahlo: Portrait of a Mexican
Gloria Estefan
Guadalupe Quintanilla: Leader of
Hernando de Soto
Jose Canseco
Jose Martí
Jose Martí: Cuban Patriot and Poet
Luis Muñoz Marin

Shorts stories, Poetry, Myths, Legends and Folklore

Author

Bernhard, Emery

Ehlert, Lois
González, Lucia
Hewett, Joan
Mora, Pat
Mora, Pat
Mora, Pat
Mora, Pat
Mora, Pat
Ober, Hal
Whitebirds, Donald

Title

The Tree that Rains: The Flood Myth
of the Huichol Indian of Mexico
Rope to the Moon
The Bossy Gallito
Hector Lives in the United States
Agua Santa: Holy Water
Communion, Border, and Chants
Neplanta: Essays From the Land in the
The Race of Toad and Dear
The Gift of the Poinsettia
How music Came to the World
Chancey and the Secret of Fire

Biographical Sketch Format

- Information on the individual's early life and education.

- Information about the individual's public life or a description of the events in history involving the individual.
- A description of how the individual made a difference in history.
- A list of five questions the students should like to ask the individual about their life.

Components/Competency

V. Cultural Awareness

A. After reading and studying selected articles on various cultural groups in the United States and participating in discussions, students will: (Focus on Hispanic cultures)

- a. Compare and contrast cultural aspects of one United States family with another by writing an expository essay.
- b. Write an opinion paper on whether the United States is a "tossed salad" or "melting pot" of cultures.

c. Provides examples, through role-play, of how Americans borrow and exchange customs and traditions.

d. Construct graphs comparing the population of various cultural groups.

Competency Activities

V. Cultural Awareness

a. 1. Provide students with opportunities to read and discuss articles and stories about families from Hispanic countries **(See back for suggested list of articles and stories)**

b. 1. Define and discuss the concepts of "salad bowl" and "melting pot" **(See back for definitions)**. Ask students to explain what theory they support and why. Whenever possible, cite examples for readings done by students to support the arguments.

2. Assign students an essay/opinion paper in which they explain whether they support the "melting pot" or "salad bowl" theory. Have students include examples from their readings about Hispanic cultures and families to support their argument.

c. Assign a small group to write/present a play about Family who has immigrated to the United States. Ask each group to choose a different Hispanic culture. Each short play should include examples of how customs and traditions are exchanged between cultures.

d. As a whole group activity, develop a circle or bar graph illustrating the nationalities/cultures found within the classroom or school. Use graph to illustrate the importance of understanding cultures other than one's own.

Suggested List of Articles, Stories and Definitions

Author

Garza, Carmen L.

De Anda, Diane

Muir, John Publications

Title

Family Pictures

The Ice Dove and Other Stories

Kids Explore America's Hispanic

Alico, Stella H
Ada, Alma Flor
Guzzo, Sandra E.
Soto, Gary
Torre, Leyla
Hewett, Joan

Maria, Mota and the Grandmother
Me llamo Maria Isabel
Miguel and the Santero
Neighborhood Odes
Subway Sparrow
Hector Lives in the United States Now:

Definitions

"Melting Pot"

An American culture has been created as nationalities and cultures have blended together.

"Salad bowl"

Cultures and nationalities "mix" but do not give up their individual "flavors".

Component/Competency

V. Cultural Awareness

B. After reading about and discussing immigration to the United States, students will:

(Focus on Hispanic immigration)

- a. Discuss the concept of immigration and outline the reasons people have immigrated.
- b. Compare and contrast the traditions and customs brought by immigrants to the United States.
- c. Present an oral report on a selected group of people and their contributions to the United States.
- d. Create a calendar that depicts traditions and customs associated with immigrant groups.

Competency Activities

V. Cultural Awareness

- a. 1. Invite Hispanic parents to immigrate to the United States to speak to the class on their experiences. **(See back for suggested Hispanic immigration groups)**
 2. Provide opportunities for students to read textbook passages on different periods of Hispanic Immigration in United States History. Identify the major group who has immigrated to the United States, past and present. Compare and contrast their reasons for immigration; e.g., Religious freedom, economic opportunity, political freedom. Compare these reasons to the ones discussed by the parent speakers.
- b. 1. Have students research one Hispanic immigrant group.
 2. Have students develop a chart with four columns: country/region, period of immigration, reasons for immigrating to the United States, contributions made to Hispanic-American society.
 3. Have the students complete the chart for the immigrant groups they selected.

- c. After the students complete their research on the contributions of different immigrant groups Hispanic-American society, have them make oral presentations to the class and discuss the contribution they feel has been the most significant.
- d. Have students work cooperatively to create a classroom calendar that depicts important holidays and customs of different immigrant groups.

Suggested Hispanic Immigration Groups

Mexican Americans

After the Mexican Revolution of 1910, many Mexicans came north to the southwest seeking job opportunities. They found job in truck farming, cotton and sugar beet fields, industry, and railroads. Hundreds of Mexican Americans worked on the construction of railroad lines that crossed the west and many Mexican American communities in the southwest grew up around railroad campsites. Since there was no legal agreement between Mexico and United States, Mexican American's rights were not protected. They were paid low wages and given jobs no one else wanted. Many Mexican Americans migrated to midwestern cities, such as Detroit, Gary, and Chicago, to obtain higher wages. Between 1920 and 1929 almost 500,000 Mexican immigrants entered the United States. The Border Patrol was established in 1924 by Congress to control traffic across the border.

The Bracero Program, established in July 1942, enabled Mexican citizens to work in the U.S. during the agribusiness work season and return to Mexico when the season ended. In 1965 the U.S. Congress passed a new immigration act, which became effective in 1968 that limited the annual immigration from Western Hemisphere nations to 120,000. Each nation, including Mexico, was given an annual quota of 20,000. This new act, for the time being, solved the problem of the number of Mexicans that could legally enter the United States. Yet, still many Mexicans cross the border every year, looking for a better life. In 1986, Congress passed the Immigration Reform and Control Act. It granted amnesty to those who could prove they had been in the country before 1982. It also imposed new penalties for those who hired undocumented workers. Since 1960, the number of Mexican Americans has risen from about 4 million to at least 12 million, a full 64 percent of all Hispanics in the country. The U.S. Census indicated that more than 20 million Hispanics lived in the U.S. in 1990. This not includes the largest numbers of undocumented immigrants that enter the U.S. from Mexico each year. Today, Mexican Americans are an urbanized population. Large populations of Mexican Americans are concentrated in Los Angeles, Houston, Dallas, Denver, and Chicago. A new middle-class group of Mexican Americans is business people and professionals.

Puerto Ricans

After Puerto Rico became a territory of the United States, there was a mass movement of islanders to the U.S. mainland. A few Puerto Ricans, such as cigar makers and merchant seamen, had settled in New York before the 1920s but Puerto Ricans did not begin to migrate to the United States in significant numbers until the 1920s and 1930s. The number of Puerto Ricans migrating to the U.S. decreased considerably during World War II because of the closing transportation routes between New York and Puerto Rico.

After the war, immigration increasing reflecting economic trends. When the U.S. economy was good, Puerto Rican migration usually increased. There were three significant periods of migration. The first wave of immigrants arrived between 1940-1945 and settled in New York City. The second period took place between 1946-1964 and the largest group of migrants From Puerto Rico settled in the U.S. mainland. The third period, from 1965 to the present, have been described as the "revolving door" migration because it has varied according to economic development on the island and on the mainland. Puerto Rican have also migrated to New Jersey, Illinois, and Florida. Puerto Ricans are U.S. citizens and they are free to move anywhere in the country they wish. There are approximately 2.5 million Puerto Ricans in the U.S. today, slightly more than 10 percent of all mainland Hispanics. The majority of Puerto Ricans remain in New York City, concentrated largely in the neighborhood known as Spanish Harlem. New York's Puerto Ricans have named themselves "Nuyoricans".

Cuban Americans

Since 1960s, Cubans have been one of the largest groups immigrating to the United States. Of the foreign national entering the U.S. from Spanish-speaking nations, they have been the second largest immigrant group, exceeded only by Mexicans. The Cuban immigrated to the United States to find freedom. In the late 1800s, the cigar industry was seriously damaged after Cuban's independence from Spain. Many Cuban cigar producers moved their businesses to the United States where they could provide better pay for their workers. In 1959, Cuba's president, Fulgencio Batista was overthrown by a Revolution led by Fidel Castro. Many Cubans did not agree with Fidel's communist regime. They felt threatened by the political situation they felt in Cuba. Thousand of Cuban fled their homeland by boat and plane. A few went to Central and South America and several settled in Miami, Florida. Then, in 1965 those Cubans who wanted to join their relatives in the U. S. would be allowed to go. Each day two planes left Havana with refugees. **The Freedom Airlift** brought 4,000 Cubans to the U.S. each month for many years. Once they arrived the U.S., the government helped them find homes and jobs. Most of these arrivals stayed in Miami, Florida. The airlift ended in 1973 and most Cubans had to restore to unconventional means (small boats, rafts, etc.), or flights through third countries to come the U.S. In 1980, a temporary police resulted in a wave of 125,000 Cubans coming by sea from Mariel to Key West, Florida. Then in 1988, the Cuban American National Foundation received permission from the Immigration and Naturalization Service to sponsor Cubans living outside of Cuba. This effort was to reunify them with relatives living in the United States. The visas granted to these individuals stipulated that their relocation would occur at no cost to the national, state, or local government. The assimilation of Cubans has occurred at different levels among people living in various locations in the U.S. Like most immigrant groups, assimilation has been less for the older segment of the population as well as in cities with large Cuban communities.

SOCIAL STUDIES

Grade Level: 6

Topic: Geography

Component/Competency

V. Cultural Awareness

A. After studying the importance of geography to the development of culture, the students will use the five institutions of culture, create an imaginary culture by: **(Focus on Hispanic culture)**

a. Selecting drawings and/or pictures for their imaginary culture that illustrate the five cultural institutions; i.e., family, religion, education, government, and economics.

b. Preparing a map of the imaginary area depicting significant landforms and indicating available natural resources.

c. Create an artifact for and/or write a descriptions of each of the five cultural institutions for the imaginary culture.

Competency activities

V. Cultural awareness

a. Introduce students to the concept of culture and discuss the five institutions of culture. Cite examples of how the five cultural institutions differ among various cultures.

(Compare Hispanic Culture to Others)

b. 1. Discuss how environmental factors, including topography and climate, impact the development of culture. Discuss how our surrounding affect the clothes we wear, the types of homes we build, the types of recreational opportunities we have, the types of food we eat, etc.

2. Define and give examples of cultural diffusion; e.g., spread of major religions, alphabet, technology, language, customs. Show these "routes"

on a world map. Further illustrate the importance of cultural diffusion by citing examples of changes that have taken place in the local community as a result of the contact between cultures; e.g., Hispanic influences. **(See back for suggested list of Hispanic celebrations of culture)**

3. Have students create a map of an imaginary country. The map should include major physical features, resources, and major cities. The features and cities should be named and a legend depicting resources, transportation systems, etc. should be created.

Hispanic Celebrations of Culture

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

Día de la Raza (Day of the Race)

October 12th commemorates the landing of the Christopher Columbus on the island of Guanani (in the Bahamas). In Latin America this day recognizes the fusion of the two races: European and Native American.

Día de los Muertos (Day of the Dead)

November 1-2 is a two-Day celebration including All Saints Day and all Souls Day. These days honor saints, deceased children and deceased adult.

During this fiesta, Mexicans and Mexican-Americans visit the cemetery to clean their relatives' graves sites and place candles, flowers and food for the honored souls. For many Mexicans-Americans this holiday is not only for the dead but also their heritage. Some dress in traditional costumes for a communal procession to the cemetery, others participate in folk dancing after a ritual of prayers and songs for the dead.

Nochebuena (Christmas Eve)

December 24 for many Hispanic is the major Christmas celebration.

Families gather for a huge meal; e.g., Puerto Rico Feast on roast pig, pigeon peas, sausages, and other native dishes. Cubans celebrate with roast pig accompanied with white rice and black beans, yuca and sweet plantains. At midnight Catholics flock to the church for the *Misa del Gallo* (Rooster's mass). On Christmas Day the Day is traditionally spent visiting with family and friends.

Quinceañera

A grand affair among Cuban-Americans, Mexican Americans and Puerto Rican is the *Quinceañera* or *Fiesta de quince años* (feast of 15 years). This day marks the transition from girlhood to womanhood. Traditionally, this celebration includes a church mass for the young woman, who is attended by 14 female friends who each have a male companion. The quinceañera wears an elaborate white gown to this ceremony followed by a large dinner and dance.

Birthday of José Martí

January 28 is the celebration of the poet and essayist, José Martí. He founded the Cuban Revolutionary Party that led the struggle for independence from Spain in the late nineteenth century. Martí was exiled from Cuba for fifteen years due to his revolutionary activities. He spent his time in New York City when he wrote his best poems, *Los Versos Sencillos* (*The simple verses*).

Grito de Dolores (Mexico's Independence Day)

September 16 commemorates the "cry" delivered by father Miguel Hidalgo y Costilla at his Church in Dolores, denoting the start of the Mexican war of independence. Currently, this holiday is celebrated with parades and picnics, featuring foods in red, white and green-the color of the Mexican flag.

HISPANIC AMERICAN
CURRICULUM RESOURCE GUIDE

SOCIAL STUDIES

Grade Level: 7

Topic: Civics

Component/Competency

IV. Economic Understanding

A. After learning key economic concepts, students will write a proposal designed to entice a company to relocate a Florida by:

- a. Decide on a company/product suitable to Florida's economy and location.
- b. Selecting an appropriate location for the company in Florida.
- c. Select the economic advantages for corporations based on Florida; e.g., tax advantages, market advantages, and geographic location.

Competency Activities

IV. Economic Understanding

a. 1. Make a list of the kinds of businesses you feel are appropriate for this competency in case students are unable to generate enough original ideas of their own; e.g., agriculture, computer industries, aerospace, light manufacturing, transportation, communications, banking, trade, entertainment industry. **(See Back for a Suggested List of Florida Industries)**

2. Brainstorm to create a list of company's students will invite to Florida. Ask students to explain/justify their choices. Supplement the students' list with the teacher generate list from above.

b. Have students select the company they wish to invite to Florida. Select a suitable location for the company.

c. 1. Discuss possible formats for the final proposal; e.g., brochures, a formal business letter.

2. The research and proposal may be done by individuals, pairs, or small groups.

3. Have students complete any research necessary to write the proposal. **(See back for proposal format)**

d. Proposals may be presented orally with the class selecting the proposals they feel are the most effective.

Suggested List of Florida Industries and Proposal Format

Seven Targeted Florida Industries

IN 1996, the First One Community One Goal report projected a shortfall of at least 120,000 jobs by the year 2005. A task force was established to develop plans focusing on the seven targeted industries. These plans would help create future jobs that would help eliminate the shortfall. Bellow is descriptions of the seven target industries.

1. Biomedical-development and manufacturing of medical and dental instruments, diagnostic equipment, disposable medical supplies and devices, pharmaceutical and biotechnology.

2. Film and Entertainment-pre and post production of motion pictures, commercials, industrial and television, commercial still photography, and music orchestration, performance and recording and other aspects of the industry.

3. International Merchandise Trade-the delivery of manufactured products from the U.S. to other countries or into the U.S. from other countries, including the entranced movement of goods.

4. International Professional Services-provision of export services to foreign persons, businesses or governments. The services including accounting, architecture, engineering, environmental, education, information technology, insurance, legal, research and development and the like.

5. International Health Care Services-the health care was studied to determine the strongest collaborative effort to attract international patients.

6. International Business Investment-determined their target markets as companies based in Japan, the United Kingdom, Brazil, Italy, Germany, and the United States that could establish operations in Greater Miami to service or market to the Americas.

7. Education-examined the needs of tomorrow's students as they relate to the targeted industries, and then compared those needs with the effectiveness of current programs.

Taken From: Greater Miami Chamber of Commerce. One Community One goal: Creating Jobs For the 21st Century (1977).

Proposal Format

All proposals should include:

- Why the company/product is important to Florida's economy
- Reasons why the company should consider setting up operations in Florida including the benefits of living in Florida.

Component/Competency

V. Cultural Awareness

A. After discussing the cultural, ethnic, and racial groups found within the community, the students will produce a multicultural publication for Miami-Dade County by: **(Focus on Hispanic cultures)**

- a. Compiling newspaper and magazine articles on major cultural, racial and ethnic groups found in Miami-Dade County.
- b. Drawing a graph that shows the percentage of major cultural, racial, and ethnic groups found in Miami-Dade County.
- c. Discussing and describing changes that have taken place in Miami-Dade county as a result of the mix of different people and cultures; e.g., social, politics, and economic changes.
- d. Interviewing persons in the community from different cultural, racial, or ethnic groups.
- e. Creating a new logo for Miami-Dade County that reflects its multicultural composition.

Competency Activities

V. Cultural Awareness

a. Organize one or more multicultural sharing days during which:

1. Students share aspects of their own culture with the class.
2. Resource people from the community share their culture and/or students can conduct interviews.

3. Students can interviews each other. **(See Hispanic Multimedia Bibliography)**

b. 1. Develop a personal response sheet students can use to identify special characteristics about their own racial/cultural/ethnic group; e.g., ancestry, languages, religion, values, holiday customs, traditions, and foods. **(See back for examples of Hispanic food and language)**

2. Discuss the response sheet. Discuss the changes that have occurred as result of many cultures coming into contact in Miami-Dade County; e.g., the spread of ideas, values, and behaviors.

3. Develop a class profile graph that shows the percentage of various cultural/racial/ethnic groups within the class to the overall percentages in Miami-Dade County.

c. 1. Identify persons from the community representing various cultural/ethnic/racial groups who should be invited to visit the class to share aspects of their particular culture. These persons might be faculty members, community leaders, or family members of students.

2. Through class discussion, identify periods when large numbers of newcomers arrived in Miami-Dade County.

3. Use a time line and place each group in order to arrival. The time line might include Native Americans and early settlers, as well as more recent immigrants From Cuba, Haití, Nicaragua, etc.

4. Discuss the common problems faced by newcomers and their social, political and economic impact on Miami-Dade County. Draw on student's personal experiences.

d. 1. Collect statistical information about percentages of major groups represented in Miami-Dade County, as well as samples of literature, art and music. **(See back for Hispanic statistical information and samples)**

2. Divide the class into groups and have each group produce its own publication. The publication should be multicultural in nature and should not focus on only one cultural/racial/ethnic group. **(See back for Publications Format)**

e. Contact the tourist information agencies of Hispanic countries with large populations in the local community. Collect posters and materials for display.

Suggested Examples of Hispanic Food and Language and Sample Response Sheet

Food

The Spanish and Mexican influence on American Cuisine extends beyond dishes found in many cookbooks. For example, the Spanish and the original Aztec inhabitants of Mexico introduced beef to what is now Texas. Also chocolate and vanilla is originated in Pre-Columbian Mexico. The roots of Mexican American, Puerto Rican and Cuban dishes can be found in the history of their heritage.

Mexican American

Mexican Food is a combination of Spanish and Indian influences. The Spanish adopted many new foods such as, tomatoes, vanilla, chocolate, corn, chiles, new beans, squash avocado, and different tropical fruits. The New World was introduced to olive oil, wheat, rice, lard, peas, coriander, citrus fruits, and bananas. The Mexican tastes that have made their way to United States, come from the North of Mexico. Some of these Tex-Mex favorites include a menudo (a tripe stew) and the flour tortillas used for burritos. A flavorful chili is prepared by slowly cooking ground meat, chiles, liquid, spices, beans and tomatoes in a large pot. Some additional Mexican food includes:

- **ceviche-raw fish**
- **chimichanga-stuffed flour tortillas**
- **Fajita strips or grilled marinated skirt steak**

- **huevos rancheros-ranch-style eggs**
- **tamale-corn husk folded around Mexican corn dough**
- **tortilla-soft, thin pancake**

Puerto Rican

Puerto Rican Food has its own special flavor due to the combination of Spanish and Taíno cooking introduced by enslaved Africans. Two basics to Puerto Rican cooking are adobo, a dry seasoning mix, and sofrito, a kind of puree underlying many sauces and stews. Adobo is made with garlic powder, Oregano, pepper, onion powder, and salt. Sofrito is made with cilantro, green bell peppers, sweet chile pepper, onion, and garlic, all blended with oil. Some other specialties include:

- **pasteles-dumplings made from vegetable dough**

- **tostones-double- fried green plantains slices**

Cuban American

As early as the mid-nineteenth century Cuban American has made its way to the United States. Taíno and Siboney inhabitants, the Spanish settlers have influenced Cuban cuisine, and the African slaves. The Indians contributions include annatto seeds and a stew called *ajjaco* (meat, plantains, yuca, potato and other Cuban vegetables). The Spanish flavor is evident in their *arroz con pollo* (rice and chicken), and the widespread use of olive oil. The Cuban sofrito is made from sautéed garlic, onions and bell peppers. The Cuban mojo is a cooked vinaigrette-type sauce, combining sour orange juice and garlic along with olive oil, cumin, salt, and pepper. Some other favorites include:

- **picadillo-groun beef cooked with onion, bell pepper, garlic, raisins, olives, tomato, and other ingredients.**
- **ropa vieja-a beef hash, combining skirt steak with onions, bell peppers, tomato sauce, and other ingredients.**
- **vaca frita-fried beeF.**

Language

Many common English words have roots in the Spanish Language. Following are a list of Spanish words and their English translations.

<u>Spanish</u>	<u>English</u>	<u>Spanish</u>	<u>English</u>
armadillo	armadillo	inteligente	intelligent
barbacoa	barbecue	mucho	much
cafeteria	cafeteria	no	no
ensalada	salad	papel	paper

Sample Response Sheet

"My racial/cultural/Ethnic Identity"

Write a brief description of you and your racial/cultural/ethnic identity below.

1. My ancestries _____
2. The language(s) spoken in my home _____
3. My religious belief includes: _____
4. Etc.

Hispanic Statistical Information and Publication Format

Miami Dade County Hispanic Statistical Information

Projected Population by Ethnicity

1990 2000 2020 2050

Anglo	73.2	69.4	64.2	57.4
Black	13.2	14.3	15.9	18.8
Hispanic	12.1	13.8	15.9	18.7
Other	1.4	2.5	4.0	5.1

Taken From: Bouvier, L.F. & Weller, B. (1992). Florida in the 21th Century.

Publication Format

1. Articles on various cultural/racial/ethnic groups
2. Interviews with people from different cultural, racial and ethnic backgrounds.
3. A graph showing the percentages of mayor cultural/racial/ethnic groups in Miami-Dade county.
4. A new logo For Miami-Dade County.

HISPANIC AMERICAN CURRICULUM RESOURCE GUIDE

SOCIAL STUDIES

Grade Level: 8

Topic: Unites States History

Component/Competency

II. Historical Awareness

A. After studying important periods in Unites States and Florida History, and the individuals and groups who contributed to them, the students will create a live newscast, video program, or a newspaper for a select period of history by: **(Focus on Hispanic contributions)**

- a. Writing news stories about significant events and personalities of the selected time period.
- b. Conducting mock interviews with significant people from the period.
- c. Writing a biographic sketch about a selected historical figure(s).
- d. Writing an editorial about whether an event or an individual can make a difference in history.
- e. Creating supports materials including maps, graphs, charts, and time lines.

F. Role play, dramatize, create art, music, or poetry about significant events, people, or ideas of a selected time period.

Competency Activities

II. Historical Awareness

a. Set aside one class period to organize the project; i.e., explaining all requirements, setting up groups and assigning group tasks. If group work is assigned, consider having each group turn in an assignment list to you for task accountability.

b. 1. Select a period in history with a wide range of Hispanic contributions, such as, Exploration and Settlement, the Spanish-American War, or Hispanic Immigration. **(See back for suggested list of events or personalities that coincide with the period.)**

2. Set aside additional class time for students to work on their program or newspaper. If groups are working together, set a mid-project progress date and confer with each group as to their progress and problems.

c. 1. Students will gather necessary information about the events and personalities of the period as the unit is taught.

2. Bring in samples of new stories and biographical sketches for students to use as guides in their own writing.

Suggested List of Events and Personalities

Events

Exploration and Settlements

- Four Voyages of Christopher Columbus--1400s
- Conquest of Mexico and Peru--1519-1540
- Settlement of Florida--1516-1565 (Pedro Menéndez de Avilés)
- Settlement of Arizona and New Mexico--1540-1610 (Diego de Vargas)
- Settlement of Texas--1680s (Antonio Gil Ybarbo)
- Settlement of California--1769 (Father Junípero Serra)

Spanish American War

In the second half of the nineteenth century, Spain had only Cuba and Puerto Rico left in the Western Hemisphere, having lost all other colonies to independence by 1825, both colonies wanted independence and on February 15, 1898 the USS Maine, sent to Cuba to protect U.S. citizens and property was sunk. The widespread assumption was that it was an act from Spain. President McKinley passed a resolution demanding Spain's withdrawal from Cuba. On April 24th Spain declared war on the United States. America fought Spain for 113 days and on December 10, 1898, the United States and Spain signed a peace treaty in Paris that put an end to imperial control over the colonies. The U.S. remained in Cuba until 1902 and Cuba's 1901 constitution includes a

provision known as the Platt Amendment. This amendment gave U.S. the right to intervene in Cuban affairs. Some important personalities and events of the war were:

- General Calixto García
- Rough Riders-Captain Maximiliano Luna
- Platt Amendment

Personalities

Isabella I of Castile

When Queen Isabella was 18 years of age, she defied her older brother, the King of Castile, and married Ferdinand of Aragón in 1469. At the age of 28, she was the Queen of Castile and Aragón. With her powerful position, Isabella promoted art and Literature and kept a tight control over the Roman Catholic Church in Castile. Queen Isabella agreed to provide Christopher Columbus with approximately two-thirds of the money he needed for his voyages. In return, Columbus had to claim the lands he discovered as Castile's. She also wanted the Native Americans to convert to Christianity. Isabella died a few days after Columbus returned for his last voyage in 1504.

Maximiliano Luna

Luna was a captain in Theodore Roosevelt's Rough Riders during the Spanish-American War. He was born in New Mexico to a family that had lived along the Río Grande since the seventeenth century. Luna was a member of New Mexico's Territorial Legislature and at the age of 38 left Santa Fe to join the Rough Riders. He fought at the battles of Las Guásimas and El Caney and in the famous battle of San Juan Hill in Cuba. After the defeat of the Spanish forces in Cuba, Luna served as interpreter to Colonel Leonard Wood, later the U.S. military governor of Cuba.

José Martí

The poet and revolutionary José Martí did much to unite Cubans in Latin America and the United States. Martí, exiled from Cuba because of his revolutionary activities, spent about 15 years in the United States, mainly New York City. In 1891, he wrote his poems, *Los versos sencillos* (The simple verses). His writings on U.S. society had an influence on readers in Argentina, Mexico, Venezuela, and elsewhere in Latin America. His literary style, *modernismo*, was different from the Spanish tradition of florid expression. While in the U.S he used his skills to demand Cuban independence, raising funds, and organizing the Cuban Revolutionary Party (PRC) in 1892. Martí died in the front lines on May 19, 1895, in the Battle of Dos Ríos.

Component/Competency

V. Cultural Awareness

A. After investigating the impact of diverse cultural groups in the history of our pluralistic society, the student will write a speech as a legislator in the United States Congress by: **(Focus on Hispanic cultures)**

- a. Addressing the concerns of local racial, ethnic, or cultural groups that require action by the Federal Government.
- b. Citing examples of other culture groups in United States history who have been affected by government action.
- c. Proposing legislative action consistent with the democratic values of our pluralistic society.

Competency Activities

II. Historical Awareness

D/e. 1. Decide what Format is acceptable for this competency; i.e., newscast, video program, multimedia presentations, newspaper.

2. Discuss what an editorial is and how it differs from a news story.

3. Develop all necessary requirements and directions for students, using the competency as a guide. Establish the length required (number of pages, articles, maps, interviews, illustrations). If students are to prepare an audio program or multimedia presentation, establish the minimum length in minutes.

4. Students should be able to share their final products. Newspapers may be displayed in the classroom or in hall display case. Selected video and multimedia presentations can be telecast.

F. Discuss the role of music/art in the selected period of history.

V. Cultural Awareness.

a. 1. Review with the class the major concern of local Hispanic cultural groups.

2. Ask students to select a local group with a concern that needs to be addressed by the Federal government.

b. 1. Review examples from history where Hispanic culture groups have been positively or negatively affected by government action or inaction. **(See back for suggested list of examples).**

2. Students should write a speech addressing the identified concern, which proposes legislative action.

3. Preparation, historical accuracy, and delivery

4. Class members will evaluate the speeches.

c. 1. Review the kinds of actions that are feasible for redress.

2. Students will orally present speeches to the class.

3. Prepare a form to be used by class members to evaluate legislative speeches, which includes: thoroughness of preparation, historical accuracy, and delivery.

Suggested List of Hispanic Concerns

Economics Concerns

- Household incomes are 20 percent below average

- Unemployment rate is 60 percent above average
- College graduation rate is 60 percent below average
- One in six Hispanics lives below the poverty line, twice as many as the average.

Political Concerns

- Racially redistricted seats in Congress are being challenged in the courts.
- Approximately 8 million Hispanics have no citizen status
- Opponents of affirmative action (the granting of preferential treatment to minorities in hiring, promotion, and higher education) and set asides (the practice of limiting the bidding or certain government projects to minority businesses only)

Immigration Concerns

- One third of all Hispanics in the United States are immigrants
- Regions with the almost Hispanics immigrants tend to have the most anti-immigrant sentiment
- Welfare reform legislation made all non citizens ineligible for benefits.

HISPANIC AMERICAN **CURRICULUM RESOURCE GUIDE**

SOCIAL STUDIES

Grade Level: 9

Topic: World History

Component/Competency

I. Geographic Understanding

C. After studying significant exploration and explorers, past and present, the student will: **(Focus on Hispanic exploration).**

- a. Map select explorations
- b. Explain, orally or in writing, the geographic factor that inhibited and/or advanced selected explorations.
- c. Compare explorations of the past to explorations of the present.
- d. Chart or diagram the socio-economic and political reason for explorations(s).
- e. Create a first-hand account of an explorer such as a diary or a newspaper story that describes the problems and the triumphs of an exploration.

Competency Activities

I. Geographic Understanding

- a. 1. Shows and discuss a film/video on Hispanic explorations. **(See Hispanic Multimedia Explorations)**

2. Have a students write a theme paper, about one Hispanic explorer, explaining geographic factors encountered, both positive and negative. Students may use film and the text for information. Additional information may be obtained from the library. **(See back for suggested list)**

b. 1. Using the text as a reference, examine maps tracing the major routes of Hispanic Explorers.

2. Have students make a chart listing countries, explorers, and socio economic, as well as political reasons for exploration.

c. 1. Allow the students to choose groups or assign them to groups. Assign half of the groups explorations of the past the other half explorations of the present; e.g., land, water, space,

2. Do library research on exploration.

3. Each group much creates a newspaper history on the selected exploration, including an illustration and a map or chart.

4. Have newspaper stories photocopied for the entire class to read.

Suggested List of Hispanic Explorers

Early Exploration

- Christopher Columbus
- Juan Ponce de León
- Diego de Velázquez de Cuéllar
- Alonso Alvares de Pineda
- Esteban Gómez
- Pánfilo de Narváez
- Francisco Pizarro
- Fortún Jiménez
- Francisco Vázquez
- García López de Cárdenas
- Juan Rodríguez Cabrillo
- Tristán de Luna y Arellano
- Sebastián Vizcaíno
- Pedro de Peralta
- Lucas Vázquez de Ayllón
- Alvar Núñez Cabeza de Vaca
- Father Marcos de Niza
- Hernando de Soto
- Pedro Menéndez de Avilés

Scientific Exploration

- Alejandro Malaspina
- Franklin R. Chang-Díaz
- Ellen Ochoa

Component/Competency

II Historical Awareness

A. After studying imperialism and its impact on the world, the students will:

- a. Explain and cite, examples of the causes and effect of imperialism.
- b. Compare/contrast imperialism in one time period to imperialism in another time period.
- c. Interpret political cartoon, read literature, and/or examines art-reflecting imperialism
- d. Research specific examples of imperialism; e.g., the British in India, the French in Indochina, the Japanese in Asia. **(Focus on the Spanish in Latin American).**
- e. Asses, through discussion or written assignment, the impact of imperialism on the modern world.

Competency Activities

II. Historical Awareness

- a. 1. Explain imperialism using the text.
2. Have students write a theme paper on the causes and effects of imperialism in Latin America **(See back for suggested examples of imperialism in Latin America)**
- b. 1. Have students give examples of imperialism citing specific pages in the text.
2. Make a chart listing two examples of imperialism from different time periods; e.g., pre/post WWI, pre/post WWII.
- c. 1. Have students bring in political cartoons about imperialism on provide them yourself. Make a transparency of several cartoons and show them on the overhead. Discuss them with the class.
2. Draw a cartoon or poster that illustrates imperialism.
- d. 1. Students will do library research on imperialism.
2. They will then write a position paper (pro/con) related to imperialism in area of the world; e.g., Latin America
- e. Find and summarize articles from newspapers or periodicals about imperialism today. Have a class discussion about news articles.

Suggested Examples of Imperialism in Latin America.

Christopher Columbus was the First European to sail west in behalf of an Empire. In the years to come, Spanish ships sailed up and down the Americas' coast, establishing towns with homes, hospitals, schools and Universities. Agricultural development prospered as Spain uses the natives and Africans slaves to cultivate the vast lands. The Spanish also found great mineral fortunes in the New World. Within 20 years the Spanish Empire grew as they attained Hispaniola (1493), Puerto Rico (1508), Jamaica (1509), and Cuba (1511). In 1521, Hernán Cortés captures Tenochtitlán, which brought and end to the Aztec Empire in Mexico. In 1533, Francisco Pizarro defeated the Inca Empire that extended through many Latin American countries. Also, large parts of the United States were governed by Spain. Spain rules successfully for three centuries, embedding its language, religion, laws and culture in the Americas. With this

achievement came several failures from the viewpoint of the conquered. Up to 90 percent of some Native Americans European diseases destroyed nations. However, since the Early Spanish settlers were mostly men, they also sired meztizo or mixed-blood children of Indian mothers and Spanish fathers. Even as ancient civilizations were overturned, the basis was being set, economically and culturally, for future generations in America.

At the height of Spanish Imperialism, Spain had two great colonies in the New World. One was New Spain, which includes all the Spanish provinces north of the Isthmus of Panama. The other was Peru, which covered all of Hispanic South America except the coast of Venezuela. These two colonies remained unaltered for some two centuries until the coming of the Bourbons. The American French revolutions in the late 1700s helped to ignite a revolt against European colonial powers. In Mexico the independence struggle was launched by Padre Miguel Hidalgo y Costilla. The liberation of South America was achieved by the Forces of Simon Bolivar in the north and José de San Martin in the south. By 1810, revolts had flared throughout Latin America, and within 15 years freedom had been largely achieved.

HISPANIC AMERICAN **CURRICULUM RESOURCE GUIDE**

SOCIAL STUDIES

Grade Level: 11

Topic: American History.

Component/Competency

I. Geographic Understanding

A. After studying settlements, migrations, and growth patterns in United States, the students will: **(Focus on Hispanics)**

- a. Explain how the Five Fundamentals Themes of geography can be related to settlements, migrations, and growth patterns.
- b. Compare/contrast, through role-play, dramatization, art, and/or music, the causes of selected settlements, migrations, and/or growth patterns during different period in American History.
- c. Interpret data from maps, charts, and graphs representing settlements, migrations, and growth patterns of the United States.
- d. Analyze the causes and the effects of a migration and/or growth pattern involving the nation, state, or local community; e.g., Cubans, Haitians.

Competency Activities

I. Geographic Understanding

- a. 1. Review/explain each of the Five Fundamental Themes of geography.

2. Have students form groups and use the text as a reference to choose one area in the United States to research on the causes of selected settlements, migrations and/or growth patterns. Maps, graphs and charts should be used as support data. Research should relate to the Five Fundamentals Themes of geography. **(Focus on California, Texas, New Mexico, New York and Florida for Hispanic Growth, see back for suggested maps and charts.)**

b. Each group will develop a visual or dramatic representation that identifies the causes of migrations or growth patterns or the reasons for settlement of their chosen area. **(See Hispanic Multimedia Bibliography.)**

c. 1. Review the kinds of information that may be obtained for interpreting maps, charts and graphs as examples, brainstorm the kinds of information that is provided by each.

2. Groups will then present their visual or dramatic representation to the entire class and use maps, charts and/or graphs as support data.

d. An ongoing chart will be kept that compares and contrasts the causes of each migration or growth patterns so reasons for settlement of the various areas covered.

e. Students may interview members of the local community who are immigrants to determine their reasons to coming to the United States. Students will share the results of their interviews with the class and compare and contrast them, where possible, to the causes of migrations or growth patterns of the reason for settlement that were identified in their charts in D above for different areas of the country.

NOTE: Provide an interview instrument or brainstorm with the class the types of questions that should be asked in the interview.

Component/Competency

V. Cultural Awareness

A. After studying selected works of Americans writers artists, musicians, photographers, architects, and/or sculptors, the students will: **(Focus on Hispanics)**

a. Describe the lives and times of selected writers, artists, musicians, photographers, architects and/or sculptors.

b. Cite specifics works, which reflect the lives and times of minority/ethnic groups.

c. Analyze, through small or large group activities, the depiction of minority/ethnic groups in selected works.

d. Create a display, write a poem, or compose a song that reflect the history and culture of a historical period.

Competency Activities

V. Cultural Awareness

a. Have students research and write a report about a Hispanic artists, musician, photographer, architect, or sculptor. **(See back for suggested of Hispanic in the Arts)**

b. Have students evaluate the artist through oral reports. Oral reports will include samples of the work that show how Hispanics are depicted. Make sure that artists and writers that depict the lives and times of Hispanics are clearly identified.

Discussion/analysis of Hispanic depiction in the work should follow where appropriate.

c. Have students form groups and create a display, write a poem or compose a song which reflects the history and culture of this historical period in the United States. Oral reports and/or text will serve as source.

Suggested Maps and Charts on Migration and Growth Patterns.

MAP

Suggested List of Hispanics in the Arts

Artists and Sculptors

Francisco de Goya (1746-1828)

Goya has become most of the most characteristically artist of all times and the foremost European painter and engraver of the 19th century. His enormous and varied production of paintings, drawing and engravings, relating to many aspects of common life, reflects the period of political and turmoil in Europe during the Napoleonic years. He influenced artistic currents the world over from Romanticism and Realism to Impressionism.

Jose Rafael Aragón (1796-1862)

Aragón was known for his work as a *santero*, a religious folk artist. He was active in New Mexico from the mid-1820s to 1860, creating *bultos*, carved and painted religious sculptures, as well as panel painting and alters screens. In the museum of New Mexico is *Santo Tomás de Aquino*, one of his most treasured *bultos*.

David Alfaro Siqueiros (1896-1974)

Siqueiros was a Mexican painter and sculptor who called for a renovation of mural painting, which he saw as human live, monumental art. He got his inspiration from the prehispanic culture. His work *Manifiesto*, *Historia de la Humanidad*, *Madre Campesina*, *Zapata*, *Muerte al Invasor*, *Cuauhtémoc*, *contra el Mito* and others are now a famous all over the world.

Salvador Dalí (1904-1990)

This Spanish surrealist painter, sculptor and illustrator, was born in the region of Catalonia and lived in Madrid and Paris. He was part of the new movement of surrealism and the new branch, "dadaism". Internationally famous, Dalí has his paintings placed all over the world, including his own museum in Florida. He is, after Picasso, one of the most popular international painters.

Pablo Picasso (1881-1973)

The Spanish initiator of Cubism and probably the paramount influence on the art of the 20th century. His large mural composition *Guernica* presented the tragedy of the Civil war in Spain. He was also one of the first to appreciate the expressiveness of African culture.

Marisol Escobar (1881-)

Escobar is internationally known sculptor. Born in Paris to Venezuelan Parents, she came to New York City at age 19. Pre-Columbian art and folk sculptures, as well as other Europeans movements influenced her. Her satirical social commentary is apparent in *The Party* (1965-66), a piece with two servants catering to thirteen wooden guests, all maintaining a plaster cast resemblance of Marisol's Face. Her work is displayed as the Metropolitan Museum of Modern Art, and the Whitney Museum of American Art.

Rafael Ferrer (1933-)

Born in Puerto Rico, Ferrer was initially influenced by Europeans surrealist movement and is known as a contemporary experimental artist. After moving to Philadelphia in 1960, he began working in the process art movement, which emphasizes materials and procedures rather than Finished arts objects. During the 1970s, Ferrer moved to imaginary journey with his colorful displays of maps, boats, and tents.

Writers

Gustavo Adolfo Bécquer (1836-1870)

Bécquer was a romantic poet From Spain. His work *Rimas y Leyendas* speaks of the romantic spirits with ethereal images and ineffable longings. His stature has continued to grow with successive generations.

Rubén Darío (1867-1916)

The Founder of modernism, Rubén Darío is the one of the most beloved poets in Latin American letters. His movement is "the Hispanic form of the universal crisis in the literature and spirit that began around 1885."

Modernism in Literature represented a deep historical change whose process continues today. Darío wrote *Azul* (Blue), 1888, *Prosas Profanas* (Profane Prose), 1896, and *Cantos de Vida y Esperanza*, 1905, the three works For which he became famous.

Miguel A. Asturias (1899-1971)

Miguel Asturias received the Nobel Prize in Literature in 1967 For his writings on Indian traditions. In his novels, stories, poems, and plays, Asturias displayed his concern for the South American Indian traditions, mythology and Folklore. His writings was a true reflections of his beliefs, which led to many tears in exile because of his opposition to the people in power in his native Guatemala.

Camilo José Cela (1916-) Nobel Prize in Literature, 1989

Camilo José Cela is probably the most charismatic of all Spanish-speaking authors and play writers. From his magnificent *La Familia de Pascual Duarte*, 1492, to *La Colmena*, 1951, to *Mazurca para Dos Muertos*, 1983, Cela has had a great influence in the literature of the Hispanic world. He is the Father of the "tremendismo" literary movement and his style covers the gamut of modern narrative.

Gabriel García Márquez (1928-) Nobel Prize in Literature, 1982

Márquez was awarded his Nobel Prize for his novels and short stories in which the fantastic and realistic are combined in a world of imagination. The fictional world created by Márquez centers around the jungle town of Macondo, which reappears in many novels and stories, including his outstanding achievement, *One Hundred Years of Solitude*.

Gabriela Mistral (1889-1957) Nobel Prize of Literature, 1945

The Novel Academy cited Gabriela Mistral for her lyric poetry. Her despair on the loss of her lover through suicide led to her first powerful poetry, *Desolation*. In addition, Mistral was a guiding force in education in Chile and Mexico and a gifted Chilean diplomat in several countries and in international activities.

Musicians

Pablo Casals (1876-1973)

Casals was one of the world's greatest cello players. He was born in Spain and was considered a master cellist by the age of 21. He began conducting in his thirties and founded the Orchestra Pau (Pablo) Casals in Barcelona in 1919. Fleeing Franco's regime in Spain, he settled in Puerto Rico in 1956. In 1957, he founded the annual festival Casals in Puerto Rico and was later instrumental in establishing the Puerto Rico Symphony Orchestra. He died in San Juan.

Andrés Segovia (1893-1987)

The Spanish guitar player is known For bringing respect to the guitar which previously had been an instrument played in taverns. He adapted many classical pieces to the guitar and many composers wrote specifically For him because he took the guitar to unparalleled heights of excellence.

The King of Spain inn 1981 with the title Duke oF Solobreña knighted him.

Jesús Maria Sanromá (1902-1984)

Sanromá was a concert pianist, born in Carolina, Puerto Rico. He studied in Boston, Paris, and Berlin. From 1926 to 1943, Sanromá was the pianist for the Boston Symphony, and he later served as musical advisor to the University of Puerto Rico.

Mario Bauza (1911-1993)

Bauza introduced Afro-Cuban music to the United States. As an arranger and a trumpet player, Bauza came to the U.S. in 1946 as a clarinetist in Antonio Maria Romeu's Charanga Orchestra. He joined the renowned Cab Calloway's band in 1939 and soon discovered and brought in trumpeter Dizzy Gillespie. With his brother-in-law, Machito he formed the Afro-Cubans in 1940.

Frank Grillo (aka Machito) (1912-1984)

Grillo was a singer, bandleader, and percussionist who, along with his brother-in-law Mario Bauza, revolutionized Latin music in the U.S. by integrating it with jazz. A founder of the popular Afro-Cubans in 1940, he and Mario Bauza also helped introduce the cha-cha-cha, the mambo, and the rumba to U.S. audiences.

Israel "Cachao" López (1918-1987)

López is a bassist, bandleader, arranger, and composer. He was born to a musical family in Havana and one of several people credited with the invention of the mambo. He left Cuba for New York in 1963 and played in various bands. Cachao's records remain popular among Cuban expatriates in the U.S., and he continues to perform at nightclubs in South Florida.

Tito Puente (1923-)

Puente was born in New York and began his career at 13, as a drummer for the orchestra of Noro Morales. In 1941, he joined Machito's Afro-Cubans. After World War II, he organized his own group, Tito Puente and his Orchestra. He shares the "Mambo King" title with Dámaso Pérez Prado. Puente has recorded more than 100 albums and remains a popular figure in the Latin music world.

Trinidad "Trini" López (1937-)

López formed his first band at the age of 15. He performed in nightclubs in his home state of Texas. He was discovered by Frank Sinatra at a club called PJ's. López signed with Sinatra's own reissue records, and the album Trini López at PJ's was the number-two-selling album of 1963. He also appeared in a number of films, most notably *The Dirty Dozen*. López continues to perform in nightclubs.

José Feliciano (1945-)

Feliciano was born in Lares, Puerto Rico, and is one of the most popular singers to record in both English and Spanish. He was born blind, but learned to play the guitar and the accordion. He moved to Spanish Harlem.

In 1964, he had a hit with his version of *Light my Fire*, For which he won Grammy Awards for best new artist and best male pop vocalist. Feliciano has also recorded albums in Argentina, Venezuela and Mexico. Another Grammy was won in 1983, for his album *Me enamoré* (I Feel in Love). He also has had a performing arts school in Harlem named in his honor.

Gloria Estefan (1957-)

Estefan in one of the most successful Hispanic entertainers in American history. She was born September 1, 1957 in Havana, Cuba and came to Miami less than two years late. At 21, she married Emilio Estefan, the leader of the Miami sound Machine. Together, they began a lively pop-Latin hybrid music dubbed the Miami Sound. Starting in 1984, the group had a string of hits, including "*Congá*", "*Words Ge in the Way*". And "*Rhythm Is Gonna Get You*."

Architecture

Most impressive of the early buildings created by the Spanish were the missions. These were constructed throughout the Southwest, from Texas to California, in the seventeenth through the early nineteenth centuries. At the beginning, these missions followed the blend of Spanish architecture and indigenous styles that had evolved in Mexico in the sixteenth century. But it was in the early twentieth century that a major Spanish revival shaped the look of much of California and the southwest, as well as parts of Florida.

Component/Competency

V. Cultural Awareness

- A. After studying immigration in United State's history and learning about the experiences of immigrants, the students will: **(Focus on Hispanic Immigrants)**
- Describe the role immigration has played in United State's history, including contributions made by immigrants.
 - Research and discuss the experiences of selected immigrants/immigrant groups in the United States.
 - Compare/contrast the experiences of immigrants groups in United States.
 - Create at work, music, dance, drama, poetry, or written stories that illustrate the experiences of immigrants and/or immigrant groups in the United States.
 - Assess the impact of immigrants on the national, state and/or local community.

Competency Activities

V. Cultural Awareness

1. Distribute the poem of the base of the Statue of Liberty written by Emma Lazarus. Discuss the poem and the significance of the Statue of Liberty to Hispanic immigrants.

2. After students have read the assigned pages in the text, they will write a short essay on the role immigration has played in United States' history.
- b. 1. If you have student or students whose parents are recent immigrants, invite them to share their experiences incoming to the United States. NOTE: You may wish to ask this ahead of time so there is time to invite guest speakers.
 2. Prepare a sample survey of questions that students will ask guest speakers and/or immigrants that they will interview.
 4. Have students interview an immigrant and present the results of their interview to the class.
- c. Students will form groups to research the impact of immigrant on an area of the United States. A brief report will be presented to the class.
- d. After guest speakers and oral presentation, students will create artwork, music, dance, drama, poetry, or a written story that illustrates the experiences of immigrants or an immigrant group in the United States.

Component/Competency

VI. Global Perspective

A. After studying United States' Foreign policy, past and present, the students will:

(Focus on foreign policy which involves Hispanics)

- a. Explain the rationale for and the effects of selected foreign policy decisions.
- b. Compare/contrast foreign policy decisions made during different time periods.
- c. Assess, through individual, small group, or entire class discussion/or written assignment, the effectiveness of United States' foreign policy during a specific time period.
- d. Debate a current foreign policy issue and/or decision from different perspectives.
- e. Propose, through individual, small group, or entire class discussion, a solution to a current foreign policy problem.

Competency activities

VI. Global Perspective

a. 1. Define and discuss; isolationism, dependence, interdependence, imperialism, and Good Neighbor Policy.

2. Students will form groups and select a specific area or region of Latin America or the Caribbean.

3. Students will use the library resources to research the past and present foreign policy of the United States relative to their region. **(See Back for Suggested List of Latin American and Caribbean Foreign Policy and Research Criteria)**

b. Each group will present its research to the class. As the research is being presented, students will complete a chart, with time periods delineated, about United States' foreign policy during different periods of time. The chart should include information requested in A above.

c. The class will select one of the current foreign policy issues/concerns identified in the group presentations to debate. One group should take the perspective of the United

States government and the other group should take the perspective of the area/region affected.

d. After the debate, students will propose a solution to the issue covered in the debate that is satisfactory to all parties.

Suggested List of Latin American and Caribbean Foreign Policy and Report Criteria

Latin America and Caribbean Foreign Policy

Chronology of Events

1850 The Foreign Miners Tax Law is passed to keep Mexicans out the CaliFornia gold mines.

1851 The California Land Act Facilitates the anglo takeover of ranches owned by Mexicans Americans.

1852 The Gadsden Purchase is negotiated, letting the United Stated buy southern areas of New Mexico and Arizona From Mexico.

1862 The Homestead Act facilitates the "land grab" of Mexican American Property in the West.

1868 The 14th Amendment guarantees citizenship to anyone born in the United States and due process and equal protection under the laws to all residents.

1870 The 15th Amendment ensures that the right to vote shall not be denied because of color.

1898 The USS *Maine* is blown up after being sent to Cuba to protect U.S. interest. This led to the Spanish-American War, which resulted in Cuba's Independence and the U.S gaining possession of Puerto Rico, the Philippines, Guam and Wake.

1917 The Jones Act gives Puerto Ricans U.S. citizens.

1942 The U.S.and Mexico agree to the *bracero* program, bringing Mexican migrant farmers to the Unites States to help during the World War II manpower shortage.

1947 Puerto Rican gains the right to elect their own governor.

1954 Operation Wetback is instituted, federal programs, which send, back illegal immigrants.

1961 CIA-trained Cuban Fighters invade the Bay of Pigs but are forced to surrender.

1964 Congress passes the Civil Rights Act, which forbids discrimination in public accommodations, education, and employment.

1968 An Amendment to the Immigration and Nationality Act goes into effect. This Amendment sets a cap on Western Hemisphere immigration.

1974 An Amendment is passed which intensifies the 1968 Bilingual Education Act. This guarantees bilingual education in schools.

1975 An Amendment tie the 1965 Voting Rights Act provides greater access to ballots for Hispanics.

1994 Proposition 187, denying education and social services to all undocumented immigrants, is passed in a California referendum

1995 The U.S. agrees to admit Cubans in refugee camps but stipulates it will return ant new rafter, ending its 36-tear-old asylum policy.

Report Criteria

Research, to be categorized by the time period, should include:

- the rational for the Foreign policy
- an assessment of the effectiveness of the foreign policy
- a determination of the feelings of the inhabitants of the region/area about the United States' foreign policy.
- identification of current foreign policy issues/concerns related to the region/area.

HISPANIC AMERICAN **CURRICULUM RESOURCE GUIDE**

SOCIAL STUDIES

Grade Level: 12

Topic: American Government

Component/Competency

V. Cultural Awareness

A. After studying the influence of people from diverse backgrounds on American Government, the students will: **(Focus on Hispanics)**

- a. Cite examples that illustrate how people from diverse backgrounds have influenced American Government.
- b. Research and report on the background of selected persons to determine what motivated them to become involved in United States' Government.
- c. Role-play, dramatizes, or discusses the influence of a selected person on national, state, and/or local government.
- d. Create an: "Honor Roll" of individuals who made outstanding contributions to national, state, and/or local government.

Competency Activities

V. Cultural Awareness

- a. 1. A general discussion of the multicultural/multiethnic nature of South Florida and the United States would be beneficial in setting the tone for this competency.
 2. Consider arranging for local guest speakers from county or municipal government to speak to the class regarding the influence of people from diverse backgrounds on local government.
- b. 1. Assign each student a Hispanic person to research. **(See back for a suggested list of a Hispanics in governments)**
 2. Investigative research should determine how the person influenced government and attempt to determine what motivated the person to become involved in government.
 3. A written summary of the person's contribution (s) should be prepared and, if possible, a picture of the person should also be provided.
- c. Each student should briefly report finding to the class by dramatizing or discussing the influences. Discussion should follow. Each student should rate on a scale of 1-10 (one low, 10 high), his or her perceptions of the person's importance.
- d. After all presentations are completed, the class should determine, based on the rating in B above, the top contributors to national, state, and/or local government.

Suggested List of Hispanics in Government

Hispanics in Different Offices

Manuel Armijo (1792-853)
 Mariano Guadalupe Vallejo (1808-1890)
 Lorenzo de Zavala (1788-1836)
 José Antonio Navarro (? - 1871)
 Fernando Figueredo Socarrás (1846-1929)
 Ezequiel Cabeza de Baca (1864-1916)
 Octaviano A. Larrazola (1859-1930)
 Edward R. Roybal (1916-)

Hispanics in Congress Past and Present

José Mariano Hernández	1822-1823
José Manuel Gallegos	1853-1857 and 1871-1873
Miguel A. Otero	1856-1861
Francisco Perea	1863-1865

José Francisco Chávez	1865-1867
Romualdo Pacheco	1877-1878 and 1879-1883
Trinidad Romero	1877-1879
Mariano Sabino Otero	1879-1881
Tranquilino Luna	1881-1884
Francisco A. Manzanaras	1884-1885
Pedro Perea	1889-1901
Federico Degetu	1901-1905
Tulio Larrinaga	1905-1911
Luis Muñoz Rivera	1911-1916
Ladislás Lázaro	1913-1927
Benigno C. Hernández	1915-1917 and 1919-1921
Félix C. Dávila	1917-1932
Néstor Montoya	1921-1923
Dennis Chávez	1931-1935
Joachim O. Fernández	1931-1941
Santiago Iglesias	1932-1939
José L. Pesquera	1932-1933
Bolívar Pagán	1932-1933
Antonio M. Fernández	1943-1956
Joseph M. Montoya	1957-1964
Henry B. González	1961-
Edward R. Roybal	1963-1993
Eligio de la Garza II	1965-
Santiago Polanco-Abreu	1965-1969
Jorge Luis Córdova Díaz	1969-1973
Manuel Luján, Jr.	1969-1989
Hermán Badillo	1971-1977
Jaime Benítez	1973-1977
Ron de Lugo	1973-1979 and 1981-1995
Robert García	1978-1990
Antonio L. Coelho	1979-1989
Matthew G. Martínez	1982-
Solomon P. Ortiz	1983-
William B. Richardson	1983-
Esteban Torres	1983-
Ben Glaz Garrido	1985-1993
Albert Bustamante	1985-1993
Jaime B. Fuster	1985-1992
Ileana Ros-Lehtinen	1989-
José E. Serrano	1990-
Ed López Pastor	1991-
Antonio J. Coloradpo	1992-1993
Xavier Becerra	1993-
Henry Bonilla	1993-
Lincoln Díaz-Balart	1993-

Luis Gutiérrez	1993-
Robert Menéndez	1993-
Carlos A. Romero Barceló	1993-
Lucille Roybal-Allard	1993-
Frank M. Tejeda	1993-
Robert A. Underwood	1993-
Nydia M. Velázquez	1993-

Component/Competency

V. Cultural Awareness

B. After studying immigration policy, students will: **(Focus on Hispanics)**

- a. Describe the immigration process and create a chart or diagram showing how immigrants can become citizens.
- b. Create fictional newspaper articles or editorials that explain immigration policy, past and present
- c. Interview immigrants, parents, and/or relatives, to determine how immigrants have impacted the local community.
- d. Debate an immigration issue.
- e. Propose, through team. small group or entire class discussion, ways to assist newly arrived immigrants.
- F. Create a song, poem, story, art display, dance, or film that expresses the idea that the United States is a nation of immigrants.

Competency Activities

V. Cultural Awareness

- a. 1. Invite a speaker from the Immigration and Naturalization Service to speak to the class concerning the current immigration policy.
 2. Survey the class to determine which students are recent immigrants tie the United States or if relatives or close friends are immigrants to the U.S. Consider asking these people to be guest speakers about their experiences in coming to the U.S.
 3. Have guest speakers or yourself outline and discuss the process they followed to immigrate to the U.S.
- b. Create a chart on the board or bulletin board outlining the process of obtaining a U.S. citizenship.
Based on the class determinations, create an "Honor Roll" bulletin board of people who have made outstanding contributions to American government. The pictures and written summaries from the individual's student reports will provide the basis for the bulletin board.
- c. Divide the class into groups. Each group will complete the Following: **(Focus on Hispanic Immigration policy)**

1. Create a fictional newspaper article or newspaper editorial that explains immigration policy during one period of time in U.S. History. Each group will be assigned a different period.
 2. Interview one Hispanic immigrant and one long-time resident to determine how immigrants have impacted the local community. The results of these interviews should be summarizing in writing.
 3. Using information gained during the interviews; prepare a list of ways to assist newly arrived immigrants.
 4. Create a song, poem, story, art display, dance, or film that expresses the idea that the U.S. is a nation of immigrants.
 5. Present the above information to the class for discussion.
- d. Divide the class into groups to debate a current immigration issue. Consider the following topics:
- Is a quota system fair?
 - Should political refugees be given priority over economic refugees?
 - What role should the Federal government play in assisting communities impacted by waves of immigration?

Component/Competency

VI. Global Perspective

A. After studying selected forms of government, the students will: (Focus on the past and present: **(Focus on the past and present governments of Cuba, Dominican Republic, and Nicaragua)**)

- a. Formulate generalizations as to the universal purposes of government.
- b. Create a chart comparing and contrasting form of governments; e.g., Communism, democracy, socialism.
- c. Create a political map showing the major types of government around the world.
- d. Design a type of government that will meet the needs of citizens in the 21st century.

Competency Activities

VI. Global Perspective

- a. Ask students to list the three purposes for each of the following levels of government: local, state, national. Discuss the student's list. Form discussion; formulate generalizations about the purposes of government. Students will synthesize class discussion by writing a short paragraph about the purpose of government.
- b. Using text and research information, students will complete a simple chart comparing and contrasting communism, democracy and socialism.
- c. 1. Brainstorm with the students about potential issues and problems of the 21st century and how governments will be able to deal with them. **(See back for samples)**
 2. Assign students to groups to complete the following for a classroom presentation:
 - Locate and label the countries assigned to their group in the world map. Each country will be color-coded for its type of government.

- Using information from the brainstorming session, develop an outline of a government that will confront and meet the needs of citizens in the 21st century.

NOTE: consider setting minimum guidelines for items that should be included.

d. During/after the classroom presentation, students should make sure that they label/color-code their maps to include all countries researched by all groups. A discussion should follow that generalizes about the distribution of the types of government.

Suggested Samples of Communist Governments in Hispanic Countries

Cuba

Fulgencio Batista was Cuba's dominant political figure as head of the Cuban Army, when he decided to run for the presidency in 1952. Fearing a loss, Batista dismissed his own liberal, democratic 1940 constitution and reestablished a new form of government. A year later, Fidel Castro initiated a rebellion against the government with a July attack on army barracks. Castro was soon captured and imprisoned. Upon his release in 1955, Castro with his brother Raúl and Ernesto "Ché" Guevara, waged a campaign of guerilla warfare from hideouts in the Sierra Maestra. Batista's ongoing criticism of his unfair and autocratic ways, soon won Castro considerable support among in Cuban masses. Batista fled Cuba in 1959, leaving Castro to take over. The new leader disappointed many of his followers by not keeping his promise of free elections and established a Soviet-style dictatorship. The position was silenced through government control of all media, firing squads and prison. Foreign and domestic properties of all kinds were nationalized, and the middle and upper classes lost their property too. The destruction of Cuba's economic base soon resulted in serious food and consumer goods shortages. Cuba's relationship with the Soviet Union alienates it ties with the United States. Great numbers of Cubans escaped Castro's rule by immigrating to the United States. Nearly 250,000 Cubans moved to the Miami area, founding the neighborhood known as Little Havana.

Dominican Republic

After the fall of the Dominican Republic's leader, Rafael Trujillo, in 1961, many Dominicans left For the U.S. In 1965, the Organization of the American States authorized the introduction of U.S. and Latin American troops to the Dominican Republic to avoid a Communist takeover. The poverty and political turmoil were the catalysts for this immigration wave. By 1993, there were more than 800,000 Dominicans in the New York City area, although some have settled in New Jersey, Florida, and Puerto Rico.

Nicaragua

The unrest and civil conflict in Central America have resulted in thousands of other immigrants surging to the United States. During Nicaragua's decade long civil war, countless civilians were murdered by death squads of one side or the other for giving real or suspected sympathy or aid to the "wrong" side. This led tens of thousands of Nicaraguans to emigrate. The U.S granted refugee visas to the new immigrants. After the war ended in 1990, poor economics conditions have kept refugees coming to the

U.S. They have settled primarily in south Florida, home to approximately 100,00 Nicaraguans.

Suggested List of Economic Contributions of Hispanic Immigrants, and Women and Report Focus Questions

Hispanics Immigrants

The growth of Hispanic population has enhanced economic opportunities and the results have been an overall increase in buying power. By the end of the century, Hispanic buying power is expected to reach \$300 billion. This money helps sustain the Hispanic businesses, which today number well over 600,000. These businesses are made up of skilled workers, managers, and owners. Most of the Hispanic Corporations are in the states with a high Hispanic population including California, Texas, and New York. There are over 20,000 successful Cuban-American businesses in the Miami area, including supermarkets, drugstores, cigar factories, and banks. Chicago, San Antonio, New York City, and Los Angeles have both large and small Hispanic Americans businesses. According to the U.S. Census Bureau report, in March 1994, employed Hispanic men, aged 16 and over, most commonly worked as operators, fabricators, or laborers, or in precision production, craft and repairs jobs. Among Hispanic groups, the unemployment rate ranged from 7 percent For Cubans to 14 percent for Puerto Ricans. Overall, 11 percent of Hispanics and 6 percent of non-Hispanics whites were unemployed.

Hispanic Women

Many Hispanic-American women are also involved in the businesses world. About half of the Hispanic-American households has at least one woman working full time outside the home.

Report Focus Questions

1. Who were the leaders and why were they effective?
2. What legislation was created or was non-legislative change a greater contributing factor?
3. Whose living standards improved/worsened?
4. Summarize the conditions, before and after the group began to impact the economy?
5. What problems were resolved and/or created in the process of the group becoming more economically active?
6. What economic issues are especially significant to the selected group?

Component/Competency

V. Global Perspective

A. After studying international business activity, the students will: **(Focus on Hispanic businesses)**

- a. Research the business activities of selected transnational corporations.

- b. Interview a foreign businessperson or a person who has transacted business in another nation to determine various cultures--specific ways of conducting business.
- c. Create a chart that compares and contrast business activity in traditional, command, and market economies.
- d. Prepare, from the perspective of a personal manager, a list of required attitudes and skills for employments in a 21st century transnational corporation.

Competency Activities

V. Global Perspective

- a. 1. Ask students to name international businesses. List on the board as students mention them. This may give them a sense of the pervasiveness of international businesses (**See back for statistical information on Hispanic businesses**)
 2. Arrange For a guest speaker/speakers who has transacted international business to speak to the class about business practices in foreign countries. Each student will prepare at least one question ahead of time to ask the guest speaker.
- b. 1. Survey students to determine if they have any family members or Friends who do business in foreign countries. If so, attempt to arrange for these people top come in to talk to the class about how business is handled differently in other countries.
 2. Discuss the differences/similarities between traditional., command, and market economies.
 3. Students will form groups to research the business activities of a transnational corporation. Specific information on business activities (if applicable) in traditional, command, and market economies should be emphasized. The group will report its findings to the class.
- c. After the group report and the guest speakers, students will:
 1. Complete a chart that compares and contrast business activity in traditional, command, and market economies.
 2. Brainstorm a list of required attitudes and skills that they feel will be necessary for employment in an international business in the 21st century.

Statistical Information on Hispanic Businesses

The Following information was taken From a 1992 Survey of Minority-Owned Business Enterprises.

- There were approximately 862,605 Hispanic Businesses in the United States compared to 17,3 million in the U.S.
- Receipts For Hispanic-owned firms were \$76.8 billion and compared to U.S. Firms- \$3.3 trillion.
- About two-thirds of firms owned by Hispanics were located in either California, Texas or Florida. New Mexico had the highest concentration of such firms with 20 percent of its business Hispanic-owner.

The Following information focuses on Florida job's market and is taken From, Bouvier, L.F & Weller, B. (1992). Florida in the 21st Century: The Challenge of Population Growth.

Florida employment distribution is concentrated on tourism and retirement migration, which differs markedly from the rest of the nation.

Non-Agricultural Employment Distribution, Florida and the U.S. (percent)

INDUSTRY	FLORIDA	U.S.
Mining	0,2	0,7
Construction	6,5	4,9
Manufacturing	10,3	18,1
Transportation/Communication/ Public Utilities	5,0	5,3
Trade	27,3	23,8
Finance/Insurance/Real State	7,0	6,3
Services	28,5	24,7
Government	15,3	16,3

**HISPANIC AMERICAN
CURRICULUM RESOURCE GUIDE**

SOCIAL STUDIES

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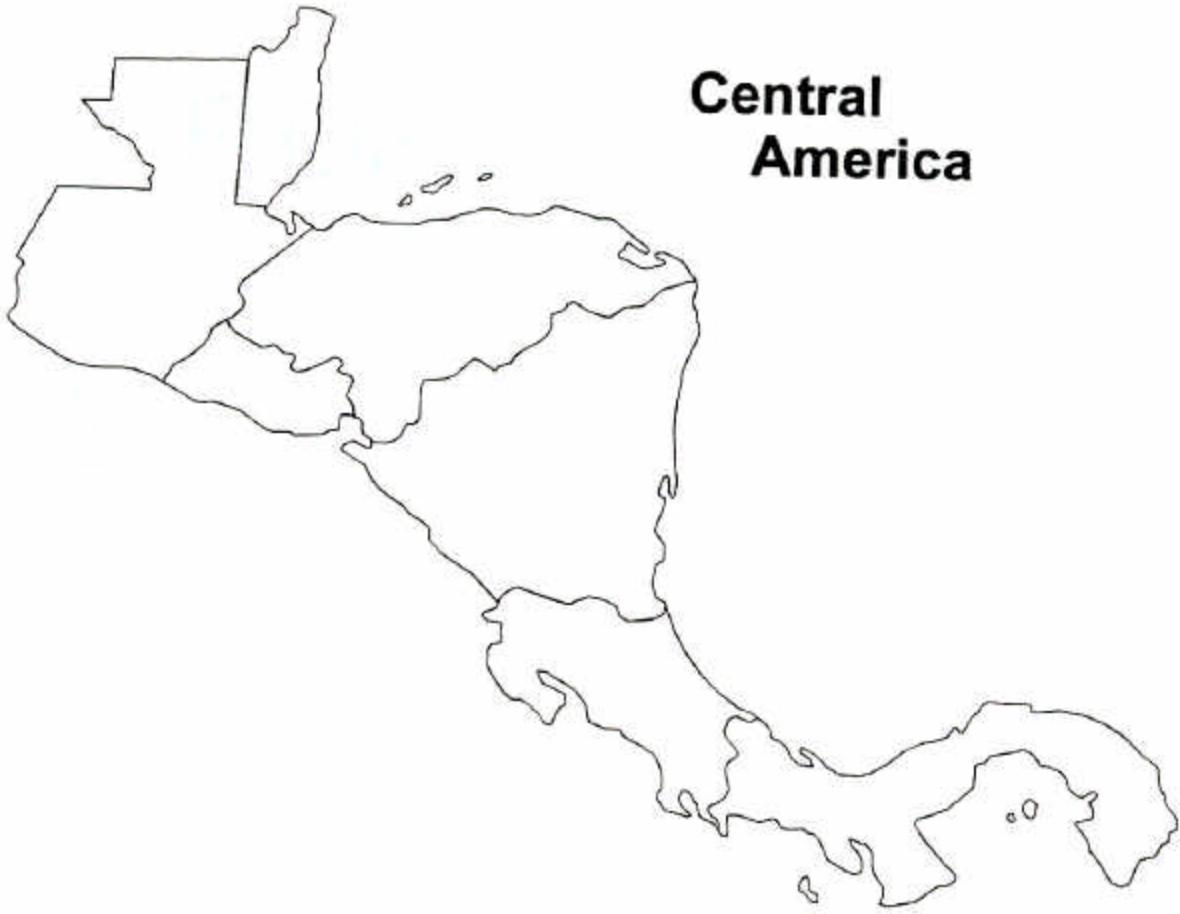
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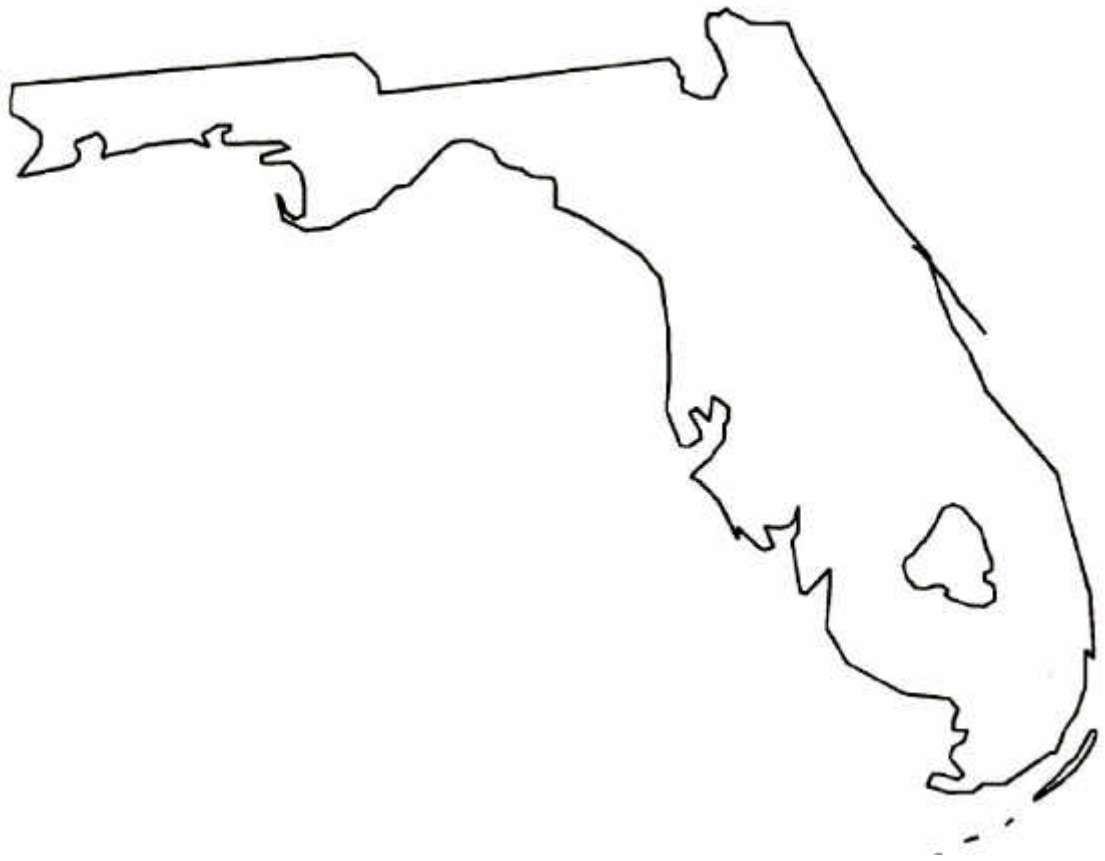
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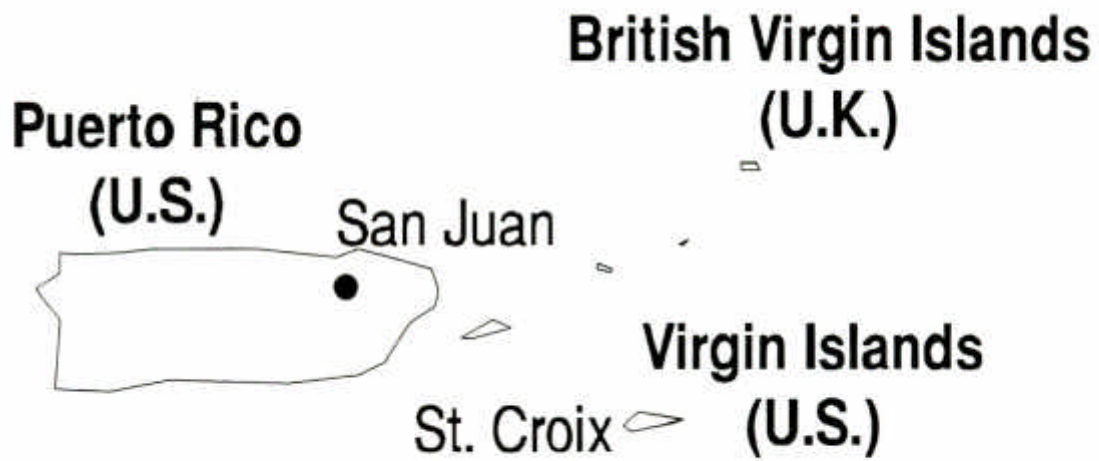


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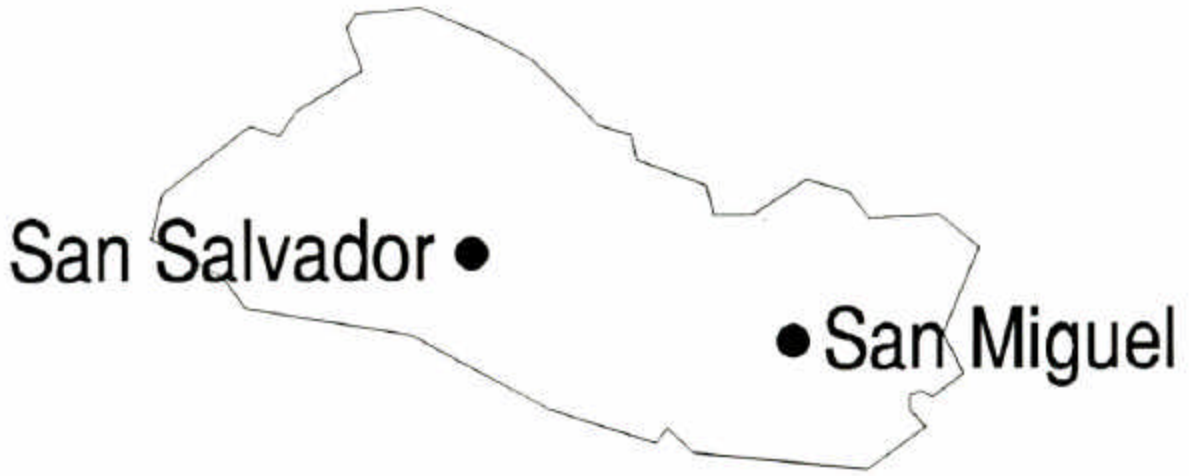
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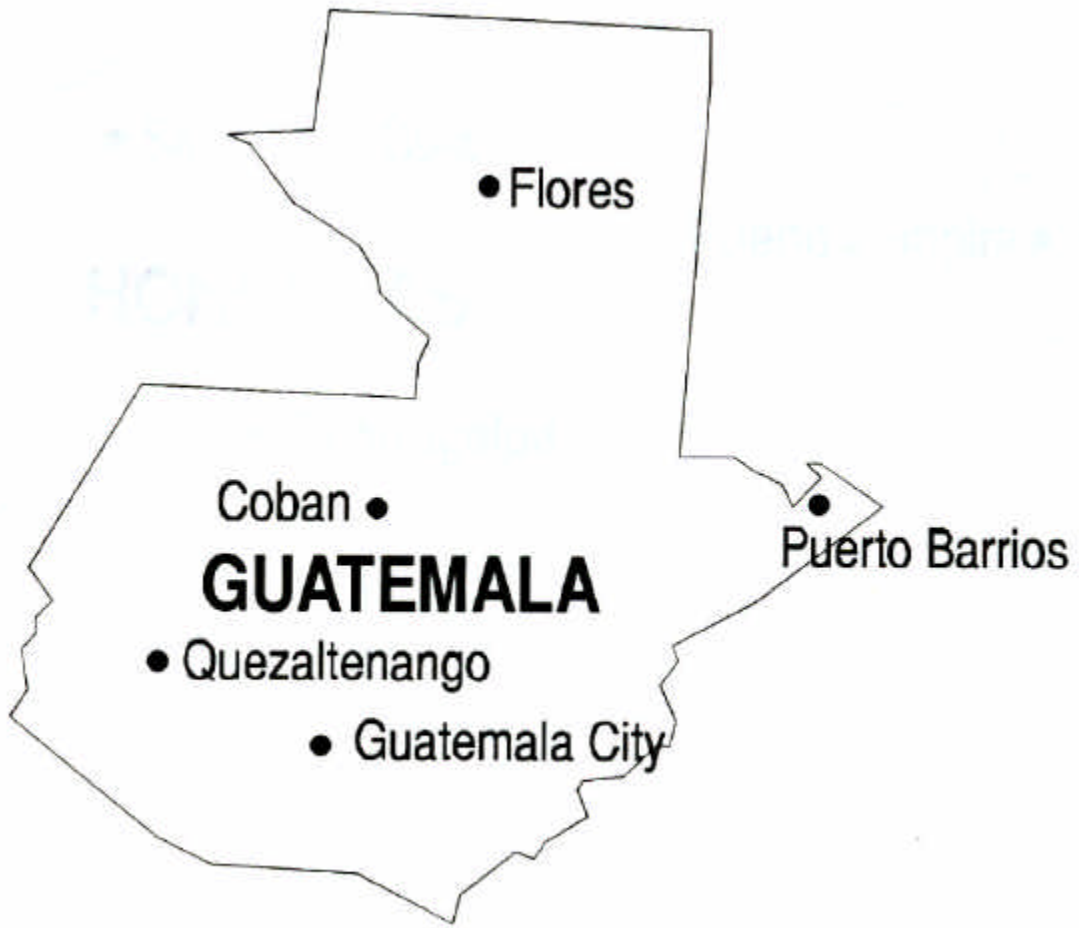
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EL SALVADOR



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