



Latinos in War: The American Military Experience

Goals 2000 - Partnerships for
Educating Colorado Students

In Partnership with the **Denver Public Schools**
and the **Metropolitan State College of Denver**

El Alma de la Raza Project



Latinos in War: The American Military Experience

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Grades 11-12

Implementation Time
for Unit of Study: 4-6 weeks

Goals 2000 - Partnerships for
Educating Colorado Students
El Alma de la Raza Curriculum
and Teacher Training Project

Loyola A. Martinez, Project Director

El Alma de la Raza Series

Latinos in War: The American Military Experience

Unit Concepts

- The contributions of Latinos in American wars
- Discrimination and poverty at home
- Generational perceptions and loyalties
- Organizing for protection, recognition, and social change

Standards Addressed by This Unit

History

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

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

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

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

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

Reading and Writing

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

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

Students use appropriate technologies to extend comprehension and communication skills in reading, writing, speaking, listening, and viewing. (RW7)

Visual Arts (Extended Lesson)

Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts. (A2)

Introduction

From the Revolutionary War to the Gulf War, Latinos have been fighting for America. Americans of Mexican descent, Puerto Ricans, and Americans of Spanish, South American, Central American, and Cuban descent have all honored military service as a tradition in their cultures. Since World War I, Mexican-Americans and Puerto Ricans have contributed a particularly high number of military enlistees, relative to their percentage of the general population. The number of Latino Congressional Medal of Honor winners has also been extraordinarily high. These contributions have too long been overlooked in the history books. As a result of continued activism by Latino leaders, however, that situation is now beginning to be redressed.

In spite of their passionate patriotism and heroism overseas, after every war Latino soldiers have returned home to find inequalities, poverty, and discrimination. Suspicions regarding Mexican disloyalty harbored by Anglos after the Zimmerman Note affair, combined with the massive immigration from Mexico during the Mexican Revolution, increased anti-Mexican prejudice in America during World War I, particularly in the Southwest. New immigrants, particularly in Texas, had to deal with police brutality, segregation, and an outsider status in the society. Many Mexican immigrants dealt with the discrimination by turning their eyes on Mexico, forming “Mexico Lindo” societies that celebrated Mexican culture, always with the hope of returning to the old country. Mexican-American soldiers returning after World War I found that their service did not protect them from blocked educational and employment opportunities. LULAC, the League of United Latin American Citizens, was formed in 1929 in Texas to fight this situation, their research and lawsuits actually providing resources for the later *Brown vs. Board of Education* lawsuit by the NAACP. Nonetheless, Anglo hostility and discriminatory practices toward those of Mexican descent were so exacerbated during the Great Depression that the government was stimulated to repatriate thousands of Mexicans and Mexican-Americans back to Mexico. In this environment, legal efforts were limited in their scope and effectiveness.

The World War II generation of Hispanic soldiers was far more influenced by Anglo culture, far less interested in maintaining close ties to Mexico, and far more aggressive about taking their rightful place in American society than the World War I generation had been. Repatriation had cut off much immigration from Mexico, and a whole new generation had grown up with a “Mexican-American” identity. In Los Angeles, youth began wearing zoot suits and expressing a new “Pachuco” subculture. In 1943, this new pride crashed into Anglo hostility during the Zoot Suit Riots, when Anglo servicemen on leave in Los Angeles, angry at the perceived unpatriotic and “uppity” behavior of the Pachucos, terrorized young zoot-suiters for a week, with no police interference. Mexican-American servicemen abroad, some of them fresh from L.A. and themselves creasing their pants Pachuco-style, endured the questions and taunts of GI comrades regarding the “unpatriotic” zoot-suiters, until the news got around that the first Congressional Medal of Honor winner of the war had been a young Mexican-American from Colorado (José P. Martinez, killed in action in the Philippines).

Patriotism was at its highest when thousands of young Hispanics enlisted to serve during World War II, and after having experienced equal treatment in the military, these young soldiers expected to have the same rights as other Americans when they returned. When the old obstacles appeared, new civil rights organizations were formed, such as the American GI Forum, which was originally formed in 1948 by Dr. Hector Garcia to advocate equal distribution of veterans’ benefits. The Forum was thrust into the national limelight when it took on the issue of Felix Longoria, a Mexican-American serviceman killed in the Philippines, whose family was refused his burial in the local cemetery because of community segregation. The Forum went on to defend civil rights and improve the status of Mexican-American veterans across the country.

The children of the “Mexican-American” generation were not so optimistic about the possibility of assimilating into Anglo culture, a result of continuing inequities as well as rising expectations. The Chicanos of the 1960s and 1970s continued their parents’ commitment to civil rights but confronted the issue of racial identity, proudly proclaiming that they, as mestizos, did not have to assimilate into white culture, but were entitled to the same rights as all Americans. At the same time, the disproportionate sacrifices of Mexican-American and Puerto Rican soldiers during the Vietnam War was becoming less acceptable to the Latino community as a whole. When Hispanic-American veterans returning from the war experienced rejection instead of a hero’s welcome, many of them became disillusioned with the war and themselves became Chicano activists in the antiwar movement. In August, 1970, a National Chicano Moratorium march was held in Los Angeles to protest the war. The march became symbolic of the Chicano drive for political empowerment.

As many of the activists of the Chicano period have been integrated into the political and social leadership of the 1980s and 1990s, their influence has been profoundly felt at all levels of society. The struggle for equal rights has become less focused and perhaps more complicated, but it has not abated. At the same time, in spite of the disillusionment of the Vietnam years, the Latino community has continued to hold military service in high regard. Enlistments remain high and the military is considered an honorable option for youth. Nonetheless, the community is expecting more accountability from the larger society, not only in terms of honoring those who have served, but also ensuring equal opportunities for a community that has fought long and hard in wars to protect everyone’s rights.

Lesson Summary

- | | |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Lesson 1 | Latino Military History
Two hundred years of contributions to America’s defense by the Latino community. |
| Lesson 2 | Congressional Medal of Honor Citation
Specific examples of acts of heroism by Medal of Honor winners. |
| Lesson 3 | Imagining Heroic Events
Specific examples of acts of heroism by Medal of Honor winners. |
| Lesson 4 | The Felix Longoria Case and the Zoot Suit Riots
Discrimination against Mexican-Americans during the World War II period and government response to the situation. |
| Lesson 5 | The Korean and Vietnam Wars
Contributions of Latinos to Korean and Vietnam Wars, changing attitudes of veterans and Latino community. |
| Lesson 6 | The Chicano Moratorium
Facts and attitudes surrounding the Chicano Moratorium of 1970. |
| Lesson 7 | The Gulf War
Latino soldiers: statistics from the Gulf War. |
| Lesson 8
(Extended) | Mural—Latinos in War
Contributions of Latinos to America’s defense. |

Implementation Guidelines

This unit has been developed for an 11th or 12th grade American history class, but it can be adapted to eighth, ninth, or tenth grade social studies classes. Lessons can be taught individually to give students an understanding of the military contributions of Latinos, or the entire unit can be coordinated to allow students to analyze the changing roles and identity of Latino soldiers in America (particularly at the upper levels).

Instructional Materials and Resources

Teachers will need the following books and resources to implement the lessons as written.

LESSONS

Among the Valiant by Paul Morin

(or Congressional Medal of Honor citations, U.S. Department of Defense)

Chicano! by F. Arturo Rosales

Chicano! NLCC videotape, *Quest for a Homeland*, Episode 1

Hispanics in American History, Vol. 2, Globe Publishing

Hispanics in the Military, GHSA-DFC videotape

Us and Them by Jim Carnes

Internet access

EXTENSIONS

Chicano! by F. Arturo Rosales

Hispanic-American Almanac, edited by Nicolas Kanellos

EXTENDED LESSONS

Mural site at local park or recreation area, permission from authorities

Lesson 1: Latino Military History

What will students be learning?

STANDARD(S)

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

Students use appropriate technologies to extend comprehension and communication skills in reading, writing, speaking, listening, and viewing. (RW7)

BENCHMARK(S)

Students use chronology to organize historical events and people.

Students use appropriate technologies to access, process, and communicate information for a variety of purposes.

OBJECTIVE(S)

Students will cooperate to make a class timeline of significant events in Latino military history.

SPECIFICS

As far back as the American Revolution, persons of Spanish descent were involved in American wars. Spanish colonists donated troops and arms, and, in 1779, gave one million pesos to support the Revolutionary War effort. In the first Congressional Medal of Honor listings for the Civil War, Latino names were included. Teddy Roosevelt's Rough Riders, who fought at San Juan Hill in Cuba in the Spanish-American War, included Latinos. Large numbers of Mexican-Americans enlisted during World War I. World War II brought almost 400,000 Hispanic-Americans into the armed forces, and 12 received the Congressional Medal of Honor. A higher percentage of Hispanics fought overseas than any other ethnic group during World War II, and more won medals than any other ethnic minority in the United States. Latinos continued their strong military tradition in the Korean and Vietnam wars. Nine Latinos received the Congressional Medal of Honor from the Korean War and 13 from the Vietnam War. Twenty-three percent of Vietnam War casualties from the Southwest were Hispanic, while only ten percent of the population in that area were from that group. Latinos kept up their longstanding military tradition in the Gulf War as well.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Note taking

Timeline

PRELIMINARY LESSON PREPARATION

Preview the video, *Hispanics in the Military*. Collect textbooks and library books that have pictures of Latino soldiers or other pictures of the wars. Prepare the timeline materials. Find a space for the timeline construction.

On the first day, put the components of the notes on the board or on a worksheet. Explain to the class the purpose of the notes before they watch the video.

Lesson 1 (cont.)

Before they start the timeline, review with the class the steps in making a timeline and assign sections to each group. Assign a few talented artists to look up pictures and illustrate the timeline.

If you have the technology available, students may want to do part or all of the finalized timeline on the computer.

ACTIVITIES

Watch the video *Hispanics in the Military*. While you are watching, take notes for a timeline on Hispanic military history. Your notes should include the name of every war mentioned, dates (if given), and a few significant events for each war. Don't try to list every Medal of Honor winner; just listen to their stories.

As a class or in small groups, make a giant timeline entitled "Two Hundred Years of Latino History." Start with 1776 and end with 1996. Fill in the timeline with the names, dates, and events from your combined notes. Add photos and drawings to your timelines, using history and library books as references.

Post your timeline in the classroom, the library, or a high-traffic area of the school.

RESOURCES/MATERIALS

Hispanics in the Military (video)

library books and history books

long sheet of paper for timelines (computer paper works well)

rulers and yardsticks

markers

tape

ASSESSMENT

Notes must include every war mentioned, relevant dates, and important events. Finished timeline must be proportional, attractive, accurate, and comprehensive. Assessment of group cooperation.

Lesson 2: Congressional Medal of Honor Citation

What will students be learning?

STANDARD(S)

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

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

BENCHMARK(S)

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

Students use word recognition skills, strategies, and resources.

Students use comprehension strategies.

OBJECTIVE(S)

Students will read for comprehension by predicting word meanings, using reference guides, and using synonyms.

Students will demonstrate their understanding of the events behind a Medal of Honor citation by summarizing relevant information accurately.

SPECIFICS

The Congressional Medal of Honor was established during Abraham Lincoln's administration to honor individuals who displayed valor against the enemy above and beyond the call of duty during wartime. The Medal of Honor is the highest award that a serviceman can receive.

Out of 3,427 Congressional Medals of Honor awarded to Americans before 1970, 38 Latino citizens received the medal, which makes Latinos, proportionately, the largest single ethnic group to earn the honor.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Paired reading

Predicting vocabulary

Sequence

Summarizing

PRELIMINARY LESSON PREPARATION

Teacher should select three to ten Medal of Honor citations. Since Paul Morin's *Among the Valiant* is out of print, teachers may need to use the Internet or government documents to find citations. Prepare copies for students. If possible, read and review the José P. Martinez citation and background information in *Among the Valiant* by Paul Morin, pp. 48–56.

Teacher should briefly explain to students the background of the Congressional Medal of Honor and define "citation." Because the vocabulary for these citations is quite specialized, teacher should model with the class the vocabulary process as a pre-activity.

Lesson 2 (cont.)

1. Read together the War Department Citation for Private José P. Martinez, pages 48–49 in Paul Morin’s *Among the Valiant*.
2. Make a list on the board of no more than ten words the students don’t understand.
3. Assign a few students to look up the meaning of each word while the rest of the class predicts the definition of each word, using the context of the reading.
4. As students read aloud the real definitions, write a synonym next to each word.
5. Reread the citation aloud, replacing each word with a synonym.
6. Ask students to tell you what happened in their own words.

Another option to deal with the difficult vocabulary is for the teacher to make a list of definitions of difficult words. In that case, the attention can be given to the second part of the activity, the retelling of the events.

ACTIVITIES

With a partner, read the War Department Citation of a Congressional Medal of Honor winner. Clarify your understanding of the events by completing with your partner the vocabulary exercise on the Medal of Honor Citation worksheet. Retell the story, going through the summarizing process shown on the worksheet.

VOCABULARY

citation	Formal letter by the government recounting a soldier’s outstanding actions during military duty
Latino	Any person of Mexican, Puerto Rican, Spanish, South American, Central American, or Cuban descent

RESOURCES/MATERIALS

Among the Valiant by Paul Morin (Two citations that students might find particularly interesting are Pfc. Silvestre Herrera, p. 197, and Pfc. Edward Gomez, p. 269.)

Hispanics in American History, Globe Publishing (optional) (The only citation in this book is the citation for Puerto Rican Luis Fernando Garcia on p. 35.)

Congressional Medal of Honor Citations, Department of Defense (Morin’s book focuses on Mexican-Americans; for citations of other Latinos, you may need to refer to the Department of Defense Citations.)

Medal of Honor Citation Worksheet

ASSESSMENT

Accurate and complete vocabulary section; summaries that include all relevant information. Students need to use correct grammar and structure in their summaries.

Medal of Honor Citation Worksheet

Vocabulary

Make a list of five to ten vocabulary words from the reading that you and your partner would like to understand better. Write your prediction of the meaning of each word in the Predicted Meaning column. Look up each word in the dictionary and write a synonym for each word in the Synonym column. Finally, reread the citation, plugging in your synonyms to help you better understand the selection.

	Vocabulary Word	Predicted Meaning	Synonym
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____

Retelling

With your partner, identify the war in which the action took place, and then list the name(s), date, place, and sequence of events described in the Citation. Then rewrite this information in a one-paragraph summary.

War: _____

Names: _____

Dates: _____

Place: _____

Sequence of events:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

etc.

One-paragraph summary

Write a one-paragraph summary of the information listed in the Retelling section.

Lesson 3: Imagining Heroic Events

What will students be learning?

STANDARD(S)

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

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

BENCHMARK(S)

Students know how to interpret and evaluate primary and secondary sources of historical information.

Students write and speak for a variety of purposes.

Students plan, draft, revise, proofread, edit, and publish written communications.

OBJECTIVE(S)

Students will use historical imagination to visualize the scene of a Medal of Honor winner's act of valor, from multiple perspectives.

Students will express different perspectives of the event through a series of cinquains (or other patterned poems).

SPECIFICS

A cinquain is a five-line poem about a topic. The format is:

The first line: one word (a noun that is the topic)

The second line: two words (a description of the topic)

The third line: three words (-ing words that convey action of the topic)

The fourth line: four words (a phrase showing feeling and/or describing the topic)

The fifth line: one word (a synonym of the topic)

Any other patterned poem will work for this activity. For example, you might prefer:

Line 1: Topic (one word)

Line 2: What happened (phrase)

Line 3: Thoughts (1 item)

Line 4: Feelings (3 items)

Line 5: Senses (5 items)

Line 6: Synonym for topic

The possibilities for patterned poems are endless. Just choose one format to teach the class. You might want to have the more able students experiment with other forms and even create their own patterns, but start simply.

Lesson 3 (cont.)

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Story maps

Visualization and verbalization

Webbing

Patterned poems

PRELIMINARY LESSON PREPARATION

Familiarize yourself with the cinquain (or other patterned) poem format.

To prepare students for their partner work, do this pre-activity: Choose a recent local or national act of courage with which students are familiar. Make three webs on the board for the beginning, middle, and end of the event. Ask students to brainstorm the thoughts, emotions, and five senses of the hero at each stage of the event, and add those to the webs.

On the overhead, show the class the template of a cinquain and then create a class cinquain for the beginning of the event, using images from the first web. Do a different cinquain for the middle of the event and another one for the end.

Then do the whole brainstorming, webbing process for another person at the same event—a victim, a perpetrator, a bystander, etc. Create new cinquains that reflect that person's perspective.

ACTIVITIES

Refer back to the Medal of Honor citation you read with your partner. On butcher paper, make three webs for the beginning, middle, and end of the event. Imagine with your partner the thoughts, feelings, and sensations (sight, sound, smell, taste, touch) that ran through the mind of the hero at the beginning of the event. Add those ideas to the "beginning" web. Then imagine the hero's feelings, etc. in the middle of the event. They should have changed somewhat from the beginning. Add those to the "middle" web. Do the same for the "end" web.

Transform the images from your webs into poems, using the format supplied by the teacher. You should write three different poems for the beginning, middle, and end of the hero's experience.

Now choose another person who was at the scene of the event: perhaps an enemy soldier or a superior officer or a buddy of the hero. Go through the whole process of making webs and poems for that person, too. You should end up with three poems for that person, as well. If you feel especially creative, your teacher can give you suggestions for other poem patterns, or you can create your own.

After you have written the rough drafts of the poems, go through the editing process with your classmates and teacher. When finished, publish and illustrate your poems on a poster. Include on the poster a copy of the citation.

Lesson 3 (cont.)

VOCABULARY

perspective	One's mental view of facts, ideas, etc., and their interrelationships; point of view
cinquain	Five-line patterned poem about a topic

RESOURCES/MATERIALS

completed Medal of Honor Citation worksheet from previous lesson for reference
butcher paper

ASSESSMENT

Poems that accurately reflect the events of the citation, consistently express a particular perspective, and vividly describe thoughts, emotions, and sensations of the person telling the story. Writing should be structurally and grammatically correct.

EXTENSION

Interested students can research the Eugene A. Obregon Congressional Medal of Honor Campaign. This is a nonprofit foundation promoting a monument honoring Congressional Medal of Honor winners of Latino descent.

The foundation can be reached at the following address:

Attn.: Mr. Pete Valdez
Eugene A. Obregon/CMH Memorial Foundation
P.O. Box 3212
Culver City, CA 90231
Telephone: (310) 823-1097
Fax: (310) 821-1419

Lesson 4: The Felix Longoria Case and the Zoot Suit Riots

What will students be learning?

STANDARD(S)

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

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

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

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

BENCHMARK(S)

Students apply knowledge of the past to compare and contrast present-day issues and events from multiple, historically objective perspectives.

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

Students understand the history of social organization in various societies.

Students understand how democratic ideas and institutions in the United States have developed, changed, and/or been maintained.

Students prepare written and oral presentations using strategies.

OBJECTIVE(S)

Students analyze problems and solutions related to discrimination against Mexican-Americans during the World War II period, focusing on the cases of the Zoot Suit Riots and the burial of Felix Longoria.

Students compare, contrast, and evaluate government responses to those problems.

SPECIFICS

During the 1940s a new subculture arose in Los Angeles, as young Mexican-Americans forged a Chicano identity that wasn't Mexican and wasn't Anglo but was something entirely different. Many youths became "Pachucos," adopting a proud, posing style of behavior, dress, and language that required flashy "zoot suits" modeled on mobster attire. At the same time, many American GIs spent their leaves in Los Angeles, and tensions rose between the two groups as GIs and the press mocked the strutting style of the Pachucos and criticized their perceived lack of patriotism. Indeed, at this point in time, proud young Chicanos were questioning the value of loyalty to a country which continued to treat their people as outsiders. Hostilities rose between the two groups and broke out into violence with the Zoot Suit Riots of 1943, when, for five days, Anglo GIs dragged zoot-suiters out of bars and theaters and undressed them in the streets. Each night, the police waited until the GIs left, then arrested the zoot-suiters. The Los Angeles press blamed the zoot-suiters for the violence and fanned the flames of national disapproval of Pachuco "gangs." In a national newspaper, Eleanor Roosevelt blamed the violence on "longstanding discrimination," but otherwise, no government response was undertaken, except for the military declaration that downtown Los Angeles was off-limits to military personnel.

Lesson 4 (cont.)

In Texas, young Tejanos like Felix Longoria, growing up during the Great Depression, came of age in an openly segregated society, where Mexican-Americans were officially prohibited from using many of the same facilities as Anglos. In his hometown of Three Rivers, the cemetery was divided into Anglo and Mexican sections. Felix Longoria experienced equality for the first time in the army, but when his body was brought home to be buried with honors after his death in action in the Philippines, his wife was refused services at the local funeral home, because “the whites wouldn’t like it.” Mrs. Longoria contacted the American GI Forum, which contacted government officials and the press. Lyndon Johnson, at that time a Congressman, sent a telegram to her, stating that Felix would be buried with full military honors at Arlington, and the community was disgraced in the national press.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Shared readings

Problem/solution

Comparing/contrasting

Evaluating

PRELIMINARY LESSON PREPARATION

Read “The Second Burial of Felix Longoria” and “The Zoot-Suit Riots,” pp. 80–81 and 83 in *Us and Them*. If you think the class needs extra structure for reading comprehension, prepare a set of comprehension questions or two-column note headings for each reading.

Prepare a teacher’s key for the Problem-Solving Flowchart. If you think the class needs a pre-activity in problem-solving analysis, choose a problem of interest to the students that has recently been resolved. Go through the steps of the flowchart with the students, using this problem as an example.

If the class needs more direction for the essay, do the comparing and contrasting together as a class on the board; discuss students’ opinions of the government actions, acting as a devil’s advocate if necessary to stimulate arguments; and then assign the essay.

ACTIVITIES

Read, as a class, “The Second Burial of Felix Longoria” and “The Zoot-Suit Riots.” In small groups, analyze the problems and their solutions, using the Problem-Solving Flowchart. When everyone has finished, discuss your analysis with the class.

Write an essay comparing, contrasting, and evaluating the effectiveness of the government actions taken in the two cases.

VOCABULARY

Tejano	A Mexican-American in Texas, raised with a unique blend of Mexican, Anglo, and Texas cultures
GI	An American military serviceman
Chicano	A Mexican-American identity forged during the 1940s, which combined pride in the Mexican heritage with a more Americanized self-concept than was held by previous generations

Lesson 4 (cont.)

RESOURCES/MATERIALS

Problem-Solving Flowchart

Us and Them by Jim Carnes

EXTENSION ACTIVITY

Hispanic-American Almanac, edited by Nicolas Kanellos

ASSESSMENT

Use teacher's key to assess Problem-solving Flowcharts.

Essay accurately identifies the similarities and differences in government responses to the two situations, critically evaluates the responses, and backs up the evaluation with facts and logic.

EXTENSION

Students read the words, listen to, and learn the corrido (folk ballad) written in 1949 about Felix Longoria, entitled "Discriminacion."

The corrido is mentioned in the *Hispanic-American Almanac* on page 602, although only part of the text is reproduced there. Finding the disk or script of the music may be difficult, but the *Almanac* does cite folklore studies references at the end of the chapter. Local mariachi musicians may be the best source.

Problem-Solving Flowchart

Title of Article: _____

1. Who HAD the problem? _____

Who CAUSED the problem? _____

2. WHAT was the problem? _____

3. What was the CAUSE? _____

4. WHO took actions to solve the problem? _____

5. WHAT actions did they take? _____

6. WHO experienced NEGATIVE EFFECTS from these actions (if any)? _____

7. WHAT were the NEGATIVE EFFECTS they experienced (if any)? _____

8. WHAT were the POSITIVE RESULTS of these actions (if any)? _____

9. Did these actions SOLVE the problem? _____

Lesson 5: The Korean and Vietnam Wars

What will students be learning?

STANDARD(S)

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

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

BENCHMARK(S)

Students understand the history of social organization in various societies.

Students use comprehension strategies.

OBJECTIVE(S)

Students understand the events that led to U.S. involvement in Korea and Vietnam.

Students recognize the contributions of Latino soldiers to those wars.

Students contrast the attitudes toward the war of Vietnam veterans with the attitudes of those who fought in earlier wars.

SPECIFICS

Latinos contributed as much to the Korean and Vietnam Wars as to earlier conflicts, but Vietnam brought a change in the attitudes of many Hispanic-American veterans and citizens. The unpopularity of the war meant that most Vietnam vets did not receive a hero's welcome, which led many to question the involvement of the United States in the war. Eventually, many Vietnam veterans actively protested the war, and many Latino vets expressed anger at the disproportionate number of Hispanic-Americans who were dying in the war.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Two-column notes

Compare/contrast

Inference

PRELIMINARY LESSON PREPARATION

Read page 32 of *Hispanics in American History*. Prepare a key for two-column notes for the reading, using the sample of the first paragraph as a guide.

If the class needs more direction for the essay, discuss the questions first and show the contrasts in perceptions between Vietnam and earlier vets on the board. Brainstorm the differences in situations in the war and at home.

ACTIVITIES

Read silently "The Korean and Vietnam Wars," p. 32 of *Hispanics in American History*.

Prepare for two-column notes by folding the paper lengthwise, about one third of the way in from the left margin. The narrower left column of your paper will be devoted to main ideas, while the wider right column will be used for subtopics and supporting details.

Lesson 5 (cont.)

With your teacher, identify the main idea and supporting details of the first paragraph, and align them on the worksheet as your teacher demonstrates. As a class, identify the main idea and supporting details for paragraph two, and add them to your two-column notes, keeping them in alignment. Continue taking notes on the rest of the reading individually.

Using what you've learned in previous lessons about earlier generations, write a short essay contrasting the feelings of many Latino Vietnam veterans about the war with the attitudes of earlier Latino generations. What do you think caused the shift in attitude?

VOCABULARY

veterans (vets)	Individuals who have served in the military
casualties	The number of wounded and killed
demonstrate	Publicly protest

RESOURCES/MATERIALS

Hispanics in American History by Globe Publishing

Two-Column Notes sample

ASSESSMENT

Teacher should make a key for two-column notes for the entire reading to use in assessing accuracy, completeness, and identification of main ideas.

Sample: Two-Column Notes

Name _____

Date _____

Period _____

Korean War: cause
of U.S. involvement

- 1950 Communist North invaded South Korea
- U.N. sent troops
- U.S. main supplier for South Korea
- China and Soviet Union supported North Korea

Hispanic involvement
in Korea

-
-
-
-

Lesson 6: The Chicano Moratorium

What will students be learning?

STANDARD(S)

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

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

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

BENCHMARK(S)

Students know how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses.

Students know how to interpret and evaluate primary and secondary sources of historical information.

Students understand how democratic ideas and institutions in the United States have developed, changed, and/or been maintained.

Students use appropriate traditional and electronic technologies in a variety of formats (for example, textual, graphic, audio, video, multimedia) to extend and enhance learning of historical facts and concepts.

Students use appropriate technologies to enable historical inquiry.

OBJECTIVE(S)

Students develop an understanding of significant facts and attitudes surrounding the Chicano Moratorium of 1970.

Students generate relevant, significant questions related to these events.

Students evaluate point of view of the film's creator and relate that point of view to their own perspective.

SPECIFICS

The National Chicano Moratorium march was held in Los Angeles in 1970 to protest the war in Vietnam. It was one of the largest political demonstrations ever staged by Mexican-Americans; it included diverse groups who had different political agendas, but who all opposed the war. This protest proclaimed to the country at large that many in the Mexican-American community were fed up with the mounting casualties in a war they did not support. The march proceeded peacefully, but the rally was cut short by violence following police intervention. Popular journalist Ruben Salazar was killed by a police tear gas projectile and became the central martyr in the Chicano movement. Although the Moratorium ended in disarray, it was an early phase of continued organizing that would lead to increased political representation of Latinos. In Denver, Latinos were involved in the GI Forum and the Chicano Moratorium. Corky Gonzalez's Crusade for Justice was a central component of the national Chicano rights movement.

Lesson 6 (cont.)

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Observation

Inference

Questioning

Evaluating

PRELIMINARY LESSON PREPARATION

If sufficient copies of *Chicano!* are not available to the class, the teacher can make a transparency of the photograph on pp. 196–197 to show on the overhead.

Prepare a teacher’s key for the Chicano Moratorium worksheet.

Facilitate the reading of the *Chicano!* selection by making available to students a vocabulary list with definitions of any words in the two paragraphs that may impede comprehension.

Preview the video and set it to the last section, “The Chicano Moratorium.” Be prepared to discuss the questions with the class after students have finished the worksheet.

ACTIVITIES

With a partner, study the photograph (pages 196–197) in *Chicano!* by F. Arturo Rosales for two minutes. Look at the picture as a whole, then divide the picture into quadrants to study details. Fill in part I of the Chicano Moratorium worksheet.

Read with your teacher paragraphs 1 and 2, page 198, of *Chicano!* After reading, complete part II of the worksheet with your partner. Discuss with the class.

As you watch the section of the video called “The Chicano Moratorium,” observe whether it answers any of the questions that the photograph had raised in your mind. Jot down those answers as you watch the video. Record any new questions that arise from the video. Fill in part III of the worksheet with your partner. Discuss with your partner the message the director was trying to communicate.

VOCABULARY

<i>Movimiento</i>	Spanish for “Movement,” the student-led political movement that espoused Chicano activism
Chicano	In the 1960s and 1970s this term became representative of an ideology that exalted the mestizo roots of Mexican-Americans and advocated a more aggressive activism and a more separatist strategy than had the civil rights movements of earlier periods
moratorium	A temporary cessation of activity that is considered dangerous or hostile

RESOURCES/MATERIALS

Chicano! by F. Arturo Rosales

Chicano! NLCC videotape. Episode 1: *Quest for a Homeland*. View last section of video: “Chicano Moratorium.”

Chicano Moratorium Worksheet

Lesson 6 (cont.)

ASSESSMENT

Use the teacher key for the more literal questions. For the higher level questions, assess according to the thoroughness, relevance, reflectiveness, and articulateness of student responses.

EXTENSIONS

Students with high reading skills can read the entire “Chicano Moratorium” section in *Chicano!*, pp. 198–207. If interest is high, even classes with lower skills can be guided through the reading.

After reading, students make a newspaper chronicling the events related to the Chicano Moratorium. Political cartoons, editorials, news articles, etc., can be developed.

If the community has people who experienced the Chicano movement days, guest speakers can be invited. Students should go through the activities in the unit first in order to be prepared with questions for the speakers.

Chicano Moratorium Worksheet

I. Picture:

1. List every detail you find in the picture of:

Things

People

Actions

2. Write at least three questions that the photograph made you want to ask.

- 1.

- 2.

- 3.

3. After you have examined the details in the photo, write four things you've inferred from the picture.

- 1.

- 2.

- 3.

- 4.

4. Make a hypothesis about the picture: an educated guess about what is going on or what will happen, based on your observations. You will test this hypothesis by gathering more information about the event.

Hypothesis:

(These ideas adapted from "Photograph Analysis Worksheet," Education Branch, National Archives, Washington, DC 20408, from Jackdaw, "Ellis Island.")

Chicano Moratorium Worksheet (cont.)

II. Reading:

1. What facts in the reading, if any, supported or disproved your hypothesis?

2. Answer the following questions about the National Moratorium March:
Who?
What?
When?
Where?
Why?

3. How did the general attitude of the Mexican-American population toward the Vietnam War differ from the attitude toward World War II? Why did it change?

III. Video:

1. What facts in the reading, if any, supported or disproved your hypothesis?

2. Which of your questions from the picture did the video answer (if any)?

3. What new questions did the video raise in your mind?

4. Reflection: What message do you think the director really wanted to get across to the audience? Why do you agree or disagree with that message?

Lesson 7: The Gulf War

What will students be learning?

STANDARDS

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

BENCHMARKS

Students use appropriate technologies to access, process, and communicate information relevant to history.

OBJECTIVES

Students expand their understanding of Latino involvement in the Gulf War by using the Internet as a resource.

SPECIFICS

Not much is written yet in book form regarding Latino involvement in the Gulf War, so the results of the Internet search may be a valuable resource to add to the school library.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Student-directed research

Comprehension

Determining importance in text

PRELIMINARY LESSON PREPARATION

Review logging on and using search engines on the Internet. Alta Vista and Hotbot are good engines for social sciences searches. Demonstrate how to cite an Internet address.

ACTIVITIES

Working with a partner, type in the URL: <http://www.pressanykey.com/Gulf War/>. Also try the search engine Alta Vista, searching for “Gulf War Hispanic Soldiers” or “Gulf War Latinos.” After you have found a site, read the information about Latinos in the Gulf War and copy any statistics or names.

After you have located at least five significant facts or statistics about Latinos in the Gulf War, compile your information with that of your classmates. Create a pamphlet on “Latinos in the Gulf War” that can be added to your school’s library.

RESOURCES/MATERIALS

Internet access

ASSESSMENT

At least five significant pieces of data from each pair. Well-organized class pamphlet.

Lesson 8 (Extended): Mural Depicting Latinos in War

What will students be learning?

STANDARD(S)

Students know and apply elements of art, principles of design, and sensory and expressive features of visual arts. (A2)

BENCHMARK(S)

Students use elements of art, principles of design and style to create a work of art.

OBJECTIVE(S)

Students will create a class mural in a local outdoor setting to commemorate contributions of Latinos to America's military history.

SPECIFICS

Students can select Medal of Honor heroes, focus on a particular time period, or do a panorama of events. At the center of Colfax and Broadway, in Denver's Civic Center Park, stands a statue of José Martinez, done by the artist Emanuel Martinez.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Creativity

Kinesthetic activity

Cooperative planning

Visual art form

PRELIMINARY LESSON PREPARATION

Secure permission from local park authorities to paint a mural in chosen location. Learn about history of park from park authorities, if possible. For example, Martinez Park in Denver would be ideal for the commemorative activity, since the park itself honors Medal of Honor winner José P. Martinez. Obtain chalk, paints and cleaning supplies for mural activity. Take students to site before beginning planning, so they can visualize the space.

ACTIVITIES

After your teacher explains the purpose of the activity, decide as a class what will be the focus of your mural: Are you going to show particular Latino Medal of Honor heroes only, show one particular time period only, or show a more general panorama of Latino events and personalities throughout U.S. military history?

After your class has decided its theme, plan with your teacher the division of the mural into sections. Small groups will be responsible for each section of the mural.

Lesson 8 (cont.)

With your group, plan your section of the mural. Use library and class resources to find the pictures you need. Make a draft drawing on butcher paper, using the same dimensions as the mural. Make sure that the edges of your drawing are going to blend in to the next drawing on the mural. When you and your teacher are satisfied with your draft, transfer the drawing to the mural site, using chalk or other art supplies to outline the drawing. Paint your mural section.

RESOURCES/MATERIALS

mural site and permission from park or recreation officials to paint a mural
pictures of Latino military heroes, historical figures and events (library books, texts)
butcher paper
chalk
paint
brushes
paint cleaning supplies
rags

ASSESSMENT

Mural includes accurate representations and significant personalities and events.

Unit Assessment

How will students demonstrate proficiency?

PERFORMANCE TASK

Explain to the students that the task they are about to undertake is going to require them to use historical imagination to debate two sides to an issue. Emphasize that in any good debate one must understand clearly one's opponent's argument, even if it goes against one's own personally-held beliefs. Therefore, even if students vehemently disagree with one of the arguments that they are about to present, they must do their best to present that perspective logically and support it factually.

Present to the class a fictional character named Juan, a young American of Mexican descent who is trying to decide whether or not to enlist in the Army this summer, and his two relatives, Raul and Jorge, both of whom are veterans and who have very strong feelings about the decision. Raul, his great-grandfather, firmly believes that enlisting is a great idea, while Jorge, his uncle, desperately wants to convince Juan not to enlist.

Divide the class into pairs. Tell the students their task is to write a dialogue between the uncle and the great-grandfather, in which they each try to convince Juan about what he should do. Explain that the goal of the dialogue is to use history to present both sides of the argument; therefore, each man's viewpoint should be equally logical and well-supported by facts, statistics, and emotional persuasion.

Clarify that the arguments of each man should be based on information that students learned in this unit, rather than personal experience or background knowledge. Explain that the purpose of this exercise is to demonstrate a clear understanding of the following three concepts:

1. the history of Latino contributions to the military;
2. some of the political and economic restrictions on Latino civil rights during the last century; and
3. some of the efforts to organize and redress those wrongs, specifically, the GI Forum and the Chicano Moratorium.

After students have completed their dialogues, have some or all of them present their dialogues to the class. Finish the unit with an all-class debate in which students express their personal convictions but base their arguments on the facts they've learned in the unit.

SCORING RUBRIC

4. The dialogue is well balanced, with both sides of the argument presented logically and well-supported with data from the unit. All three concepts are addressed in detail. The writing is in dialogue form and is structurally and grammatically sound.
3. Both sides of the argument are presented in the dialogue, but only one side is presented logically and well-supported with data from the unit. All three concepts are addressed in detail. The writing is in dialogue form and is structurally and grammatically sound.
2. Both sides of the argument are presented in the dialogue, but there are significant gaps in supporting details for both arguments. Only one or two concepts are addressed in detail. The writing is in dialogue form and is structurally and grammatically sound.

Unit Assessment (cont.)

1. Any one of the following will earn a rating of 1:
 - Only one side of the argument is presented.
 - There are few supporting details, or all supporting details come from outside the unit.
 - The three concepts are not addressed.
 - The writing is not in dialogue form and is not structurally and grammatically sound.

Bibliography

Books

Cano, Daniel. *Shifting Loyalties*. Houston: Arte Publico Press, 1995.

Adult. Novel that follows lives of five Chicano men before, during, and after the Vietnam War. Gripping stories show the characters' growing mistrust of previous generations' attitudes toward war. Short sections may be appropriate for high school, but much of the book contains adult language.

Carnes, Jim. "The Second Burial of Felix Longoria" and "The Zoot-Suit Riots" in *Us and Them: A History of Intolerance in America*. Montgomery: The Southern Poverty Law Center, 1991, pp. 80–81, 83.

Grades 10–12. In magazine format with many photos and illustrations, contains fourteen case studies of religious and ethnic intolerance in America. Well-researched and gripping stories—a must for a history teacher's collection. This book is part of a project for teachers and can be obtained by writing Teaching Tolerance, 400 Washington Avenue, Montgomery, AL 36104.

Hispanics in American History, vol. 2. Englewood Cliffs: Globe Book Company, 1989.

Grades 8–12. Volume 2 of Globe's Newcomer Series on Hispanics, focuses on 1865 to the present. This short ethnic studies text for secondary students covers a great deal of information in relatively few pages, with lively writing, plentiful pictures, and a balanced presentation. Includes comprehension and critical thinking activities. Great resource for high school, very readable.

Jimenez, Carlos. *The Mexican-American Heritage*. Berkeley: TQS Publications, 1994.

Grades 10–12. Textbook of Mexican and Mexican-American history, with extensive writing exercises. The author wrote this for his high school classes because there were no Mexican-American history resources available at the time. Written from a passionate Chicano movement perspective, the book was pioneering in bringing Mexican-American heritage studies to high school. Extensive sections on Mexican revolution and 1960s movement, does have gaps for many time periods.

Kanellos, Nicolas, ed. *The Hispanic-American Almanac*. Detroit: Gale Research Inc., 1993.

Grades 11–college. Research collection of a large team of scholars, the Almanac describes Hispanic history and culture in the United States. Top-notch scholarship, comprehensive, concise, and fascinating to read. Fairly high reading level.

Meketa, Jacqueline Dorgan, *Legacy of Honor*. Albuquerque: University of New Mexico, 1968.

Focuses on Latinos who served in the Army during the 1800s.

Morin, Paul. *Among the Valiant*. Alhambra: Borden Publishing Company, 1966.

Grades 8–12. Firsthand and chronological accounts of Mexican-American heroes of World War II and Korean War, written by a World War II infantryman. Reveals the attitudes and experiences of the post-World War II Mexican-American generation. National project of the American GI Forum in 1961. This book is out of print. Copies may be found in libraries or used bookstores.

Paredes, Alonso, *Are We Good Neighbors?* New York: Arno Press, 1974.

Focuses on discrimination against WWII Latino veterans.

Bibliography (cont.)

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

Grade 12–college. Chronicles major struggles of Mexican civil rights movement in U.S., from post-Treaty of Guadalupe Hidalgo period through Chicano Movement. Based on four-part documentary of Corporation for Public Broadcasting. Like the Almanac, extremely well written and researched, an excellent resource, but college-level reading.

Simmons, Marc, *The Little Lion of the Southwest*. Chicago: Sage Books, 1973.

Focuses on Latinos who served in the Army during the 1800s.

U.S. Department of Defense. Congressional Medal of Honor Citations (in various publications). Washington, D.C.: U.S. Government Printing Office.

Grade 10–college. Citations are in different publications by the Department of Defense. These are full of specialized vocabulary, but the stories of the actions are so gripping that it is worth the work. Paul Morin's book has reprints of many citations, exclusively of Mexican-Americans.

Vega, Ed. *Casualty Report*. Houston: Arte Publico Press, 1991.

Adult. Collection of short stories including "Casualty Report," a story about a Vietnam vet of Puerto Rican descent. Graphic, poetic, moving, and rich in historical references. This is a resource for the teacher; contains adult themes and language.

Videocassettes

Chicano! History of the Mexican-American Civil Rights Movement, Episode One. Video. Los Angeles: National Latino Communications Center, 1996, 57 minutes.

Grades 10–college. Episode One focuses on land ownership struggle, Denver Youth Conference, and Chicano Moratorium March against the Vietnam War. Entire series is an excellent documentary on the history of Mexican-American activism.

Hispanics in the Military, video II. Denver: Genealogical Society of Hispanic America—Denver Founding Chapter (GSHA-DFC).

Grades 10–adult. Reviews history of Hispanic participation, beginning with Revolutionary War and ending with Gulf War. Features Congressional Medal of Honor soldiers. A GSHA and National IMAGE project partially funded by the Colorado Historical Society. To order, write or call: GSHA-DFC, P.O. Box 48147, Denver, CO 80204, (303) 771-7427.

About the Author

Kathleen Stone was born in Great Falls, Montana, and graduated from Macalester College in St. Paul, Minnesota with a bachelors degree in Spanish and history. After receiving a masters degree in international studies from the University of Denver, Kathleen completed a teacher certification program for secondary social studies and Spanish through the University of Colorado at Denver.

Kathleen began her teaching career in Kit Carson, Colorado, teaching Spanish, social studies, and reading to middle and high school students. From there she went to West High School in Denver, where she taught bilingual social studies for three years. After a brief teaching stint in Minnesota, Kathleen returned to Denver Public Schools, teaching Spanish and Gifted and Talented and coordinating the Gifted and Talented programs at Hill Middle School. Kathleen has returned to West High School and is currently teaching American history and geography in the regular social studies program.