Celebrating Hispanic Heritage Month

Background Information, Lesson Plans, and Internet Resources for the Elementary Classroom

Miami-Dade County Public Schools
Department of Social Sciences
September 15 – October 15, 2017
Introduction to Hispanic Heritage Month

Each year, the United States honors the historical, social, political, economic, and cultural contributions that Latinos have made to our country with a Hispanic Heritage Month celebration that runs from September 15 to October 15. This year’s theme is "Shaping the Bright Future of America."

The observation started in 1968 as Hispanic Heritage Week under President Lyndon Johnson and was expanded by President Ronald Reagan in 1988 to cover a 30-day period starting on September 15 and ending on October 15. It was enacted into law on August 17, 1988, on the approval of Public Law 100-402. In Florida, State Statute 1003.421, passed in 1998, requires the study of “the contributions of Hispanic to United States history.”

The day of September 15 is significant because it is the anniversary of independence for Latin American countries Costa Rica, El Salvador, Guatemala, Honduras and Nicaragua. In addition, Mexico and Chile celebrate their independence days on September 16 and September 18, respectively. Also, Columbus Day or Día de la Raza, which is October 12, falls within this 30-day period.

Many Hispanics trace their roots to the cultures of the indigenous peoples of the Americas, including the Arawaks (Puerto Rico), the Aztecs (Mexico), the Incas (South America), the Maya (Central America), and the Tainos (in Cuba, Puerto Rico and other places). Other Hispanics trace their roots to the Spanish explorers who set out to find riches and trade with the Indies. Still, other Hispanics trace their ancestry to the Africans who were brought as slaves to the New World.

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

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

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

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

The resources in this guide include:

- **BACKGROUND INFORMATION** - Background information that is helpful for both the teacher and student is provided in this section of the instructional resource guide.

- **LESSON PLANS** - Detailed primary and intermediate lesson plans with all support materials needed to teach the lessons are provided in this section of the instructional resource guide.

- **INTERNET RESOURCES** - Additional related lesson plans, teacher background information, interactive activities and downloadable worksheets may be found on the websites listed in this section of the instructional resource guide.

- **ELEMENTARY CHARACTER EDUCATION RESOURCES** – Additional lesson ideas are included to support the core values of “respect” and “responsibility,” which have been designated by the District for the months of September and October.

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

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

How do you ensure that students will get the most out of the instructional time devoted each year to commemorating the history and contributions of the various ethnic and cultural groups we study? How do you avoid trivializing or marginalizing the group you are exploring with students?

Below are some suggestions for Hispanic Heritage Month. These “DOs” are also applicable to any ethnic or cultural group you are studying throughout the school year.

1. **Incorporate Hispanic heritage into the curriculum year-round**, not just in September and October. Use Hispanic Heritage Month to “dig deeper” into history and make connections with the past.

2. **Continue learning**. Explore how to provide an in-depth and thorough understanding of the contributions of Hispanics to the United States. Textbooks often do not contain detailed information about the struggles of ethnic or cultural groups, so use the textbook as just one of many resources. While exploring multiple resources, help your students understand the importance of exploring reliable sources and sources that provide multiple perspectives on history.

3. **Relate lessons to other parts of your curriculum**, so that focusing on an event or leader, expands upon rather than diverts from your curriculum.

4. **Plan meaningful school and classroom activities that address the history, values, and contributions of Hispanics to the United States**. Without meaningful and thoughtful classroom lessons as the primary focus of Hispanic Heritage Month, schools run the risk of trivializing their well-intended message to students. Special programs such as school-wide dance or music performances and ethnic luncheons may actually do as much to reinforce stereotypes than negate them. The special programs should complement, not replace, the classroom lessons.

5. **Connect issues in the past to current issues** to make history relevant to students’ lives. For example, ask students to gather information with a focus on what social issues exist today and how a particular leader has worked to change society.

Source: Adapted from Teaching Tolerance, a project of the Southern Poverty Law Center, http://www.tolerance.org/article/dos-and-donts-teaching-black-history
Fast Facts – The Hispanic Population of the United States

- The Census describes Hispanic or Latino ethnicity as "a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race."

- Hispanic people are the largest minority in the United States. Only Mexico has a larger Hispanic population than the United States.

- By 2060, the Census Bureau projects that Hispanic people will comprise over 28% of the total population with 119 million residing in the United States.

- In 2016, Hispanics made up 11% of the electorate, up from 10% in 2012. California is the state with the largest Hispanic population -- an estimated 15 million, followed by Texas and Florida. All three of these states comprise more than half (55%) of the Hispanic population.

- These are the states where more than an estimated 30% of the population is Hispanic: Arizona, 30.3%; California, 38.4%; New Mexico, 47.4%; and Texas, 38.4%.

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

- Of the English-speaking Hispanics in the United States, a majority, an estimated 57.4%, are bilingual.

- Second only to English, Spanish is the language most used in the United States, as of 2015. It is spoken by approximately 40 million Hispanic people in the country, plus an additional 2.6 million non-Hispanics.

- An estimated 38 million US residents, or 13% of the population, speak Spanish at home.

- How do Hispanic people define their race?
  - White: 35,684,777 (66%)
  - Some other race: 14,226,829 (26%)
  - Two or more races: 2,479,718 (5%)
  - Black: 1,122,369 (2%)
  - American Indian and Alaska Native: 490,557 (1%)
  - Asian: 181,231 (3%)
  - Native Hawaiian and Other Pacific Islander: 46,724 (1%)

Ten Facts for National Hispanic Heritage Month

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

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

![U.S. Hispanic population](image)

2. A record 27.3 million Latinos were eligible to vote in 2016, up from 23.3 million in 2012. But during the last presidential election, Latinos (48.0%) lagged behind blacks (66.6%) and whites (64.1%) in their voter turnout rate.

3. People of Mexican origin account for about two-thirds (35.3 million) of the nation’s Hispanics. Those of Puerto Rican origin are the next largest group, at 5.3 million, and their numbers have been growing due to a historic increase in migration from Puerto Rico to the U.S. mainland. (About 3.5 million live on the island.) There are five other Hispanic origin groups with more than 1 million people each: Salvadorans, Cubans, Dominicans, Guatemalans and Colombians.

4. As the population of U.S.-born Latinos booms and the arrival of new immigrants slows down, the share of Latinos who are immigrants – as opposed to those who are born here – is on the decline across all Latino origin groups. From 2007 to 2014, the number of Latino immigrants increased slightly, from 18 million to 19.3 million. But they constituted a smaller overall share of the Latino population – decreasing from 40% to 35% over the same time period. The share of foreign born among Latinos varies by origin group. Just one-third (33%) of Mexican-origin Latinos are foreign born. That’s far lower than among the other major groups – Cuban (57% foreign born), Salvadoran (59%), Dominican (54%), Guatemalan (63%) and Colombian (64%). (People born in Puerto Rico are U.S. citizens at birth.)
5. Diversity among Hispanic origin groups varies between major metropolitan areas. Mexicans make up 79% of Hispanics in the Los Angeles metro area. But the New York City area is less dominated by one group, with Puerto Ricans (27%) and Dominicans (21%) being the most populous. The same is true in the Washington, D.C., metro area, where Salvadorans (33%) are most numerous, and in the Miami area, where Cubans (43%) are the largest group; in these areas, the largest share of Hispanics by origin doesn’t constitute a majority of the Hispanic population.

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

% of Hispanics who are of ____ origin

<table>
<thead>
<tr>
<th></th>
<th>Mexican</th>
<th>Puerto Rican</th>
<th>Cuban</th>
<th>Salvadoran</th>
<th>Dominican</th>
<th>Guatemalan</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Los Angeles-Long Beach-Anaheim, CA</td>
<td>79</td>
<td>1</td>
<td>7</td>
<td>5</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Houston-The Woodlands-Sugar Land, TX</td>
<td>76</td>
<td>2</td>
<td>8</td>
<td>2</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Atlanta-Sandy Springs-Roswell, GA</td>
<td>59</td>
<td>8</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>New York-Newark-Jersey City, NY-NJ-PA</td>
<td>14</td>
<td>27</td>
<td>3</td>
<td>5</td>
<td>21</td>
<td>3</td>
<td>28</td>
</tr>
<tr>
<td>Providence-Warwick, RI-MA</td>
<td>7</td>
<td>35</td>
<td>12</td>
<td>25</td>
<td>14</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Miami-Fort Lauderdale-West Palm Beach, FL</td>
<td>6</td>
<td>9</td>
<td>43</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>35</td>
</tr>
<tr>
<td>Washington-Arlington-Alexandria, DC-VA-MD-WV</td>
<td>15</td>
<td>7</td>
<td>2</td>
<td>33</td>
<td>3</td>
<td>8</td>
<td>33</td>
</tr>
</tbody>
</table>

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


6. Hispanics are the youngest of the major racial and ethnic groups in the U.S. At 28 years, the median age of Hispanics is nearly a full decade lower than that of the U.S. overall (37 years). Among Hispanics, there is a big difference in median age between those born in the U.S. (19 years) and the foreign born (41 years). In 2014, about a quarter of Hispanics, or 14.6 million, were Millennials (ages 18 to 33).
7. Millennials made up almost half (44%) of the Hispanic electorate in 2016. Hispanic millennials will likely continue to drive growth of the Hispanic electorate, given the median age of U.S.-born Hispanics is only 19. In addition, in any given year, more than 800,000 young Hispanics turn 18.

![Millennials Make Up a Larger Share Among Latino Eligible Voters than Other Groups in 2016](image)

8. Latinos make up the largest group of immigrants in most states, mostly because Mexico is the biggest source of immigrants in 33 states. In some states, though, other Hispanic groups are the largest: El Salvador is the top country of birth among immigrants in Virginia and Maryland, the Dominican Republic leads in New York and Rhode Island, and Cuba is the top place of birth for immigrants in Florida.

9. A majority of Hispanic adults (55%) say they are Catholic, while 16% are evangelical Protestants and 5% are mainline Protestants. The share who say they are Catholic has declined from 67% in 2010. Mexicans and Dominicans are more likely than other Hispanic origin groups to say they are Catholic. Meanwhile, Salvadorans are more likely to say they are evangelical Protestants than Mexicans, Cubans and Dominicans.

10. The share of Latinos in the U.S. who speak English proficiently is growing. In 2013, 68% of Latinos ages 5 and older spoke English proficiently, up from 59% in...
2000. U.S.-born Latinos are driving this growth, as their share on this measure has grown from 81% to 89% during the same time period. By comparison, 34% of Latino immigrants spoke English proficiently in 2013, a percentage little changed since 1980. While speaking Spanish remains an important part of Latino culture, 71% of Latino adults say it is not necessary to speak Spanish to be considered Latino.

Hispanic Population and the 2010 Census

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

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

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

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

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

Source: United States Census Bureau,
U.S. Population as of July 1, 2014: **318.9 million**

**Hispanic Population:**

**55.4 million**

- Mexican 63.9%
- Guatemalan 2.4%
- Dominican 3.2%
- Cuban 3.7%
- Salvadoran 3.8%
- Puerto Rican 9.5%
- Other Hispanic 13.5%

*The percentages for Cubans and Salvadorans are not significantly different.

Hispanics by Country of Origin in Miami-Dade

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

Between 2000 and 2010 the Hispanic or Latino population in the County increased by 25.7 percent, while the Not Hispanic or Latino component declined by 9.3 percent. In 2010 Hispanic or Latinos accounted for 65.1 percent of the County’s population, up from 57.3 percent in 2000. Within the Hispanic or Latino population the largest group is Cubans that account for more than one-half (52.7 percent) of the Hispanic population or 34.3 percent of the total population.

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

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

Among Hispanics with at least 40,000 persons in 2010, Venezuelans, Hondurans and Colombians showed the highest percentage growth since 2000, with increases of 117.0, 102.0, and 63.7 percent respectively.

## HISPANIC OR LATINO ORIGIN BY SPECIFIC ORIGIN

**Miami-Dade County**

### 2000 and 2010

<table>
<thead>
<tr>
<th>Total Population (Number of People)</th>
<th>Number of People</th>
<th>Change</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2000</td>
<td>2010</td>
<td></td>
</tr>
<tr>
<td>Not Hispanic or Latino</td>
<td>2,253,362</td>
<td>2,496,435</td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mexican</td>
<td>1,291,737</td>
<td>1,623,859</td>
<td></td>
</tr>
<tr>
<td>Puerto Rican</td>
<td>80,327</td>
<td>92,358</td>
<td></td>
</tr>
<tr>
<td>Cuban</td>
<td>650,601</td>
<td>856,007</td>
<td></td>
</tr>
<tr>
<td>Dominican (Dominican Republic)</td>
<td>36,454</td>
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</tr>
<tr>
<td>Central American:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Costa Rican</td>
<td>4,706</td>
<td>6,736</td>
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</tr>
<tr>
<td>Guatemalan</td>
<td>9,676</td>
<td>19,771</td>
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</tr>
<tr>
<td>Honduran</td>
<td>26,829</td>
<td>54,192</td>
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</tr>
<tr>
<td>Nicaraguan</td>
<td>69,257</td>
<td>105,495</td>
<td></td>
</tr>
<tr>
<td>Panamanian</td>
<td>5,863</td>
<td>8,188</td>
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</tr>
<tr>
<td>Salvadoran</td>
<td>9,115</td>
<td>17,695</td>
<td></td>
</tr>
<tr>
<td>Other Central American</td>
<td>3,457</td>
<td>465</td>
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<tr>
<td>South American:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Argentinean</td>
<td>13,341</td>
<td>28,612</td>
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</tr>
<tr>
<td>Bolivian</td>
<td>2,418</td>
<td>4,198</td>
<td></td>
</tr>
<tr>
<td>Chilean</td>
<td>7,910</td>
<td>11,452</td>
<td></td>
</tr>
<tr>
<td>Colombian</td>
<td>70,066</td>
<td>114,701</td>
<td></td>
</tr>
<tr>
<td>Ecuadorian</td>
<td>10,560</td>
<td>19,832</td>
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<tr>
<td>Paraguayan</td>
<td>434</td>
<td>900</td>
<td></td>
</tr>
<tr>
<td>Peruvian</td>
<td>23,327</td>
<td>40,701</td>
<td></td>
</tr>
<tr>
<td>Uruguayan</td>
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<td>5,855</td>
<td></td>
</tr>
<tr>
<td>Venezuelan</td>
<td>21,593</td>
<td>46,851</td>
<td></td>
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<tr>
<td>Other South American</td>
<td>2,870</td>
<td>440</td>
<td></td>
</tr>
<tr>
<td>Other Hispanic or Latino:</td>
<td>203,009</td>
<td>79,675</td>
<td></td>
</tr>
</tbody>
</table>

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

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

Argentina  Bolivia  Chile

Colombia  Costa Rica  Cuba

Dominican Republic  Ecuador  El Salvador
Guatemala  Honduras  Mexico
Nicaragua  Panama  Paraguay
Peru  Puerto Rico  Spain
United States  Uruguay  Venezuela

Hispanic or Latino?

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

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

Comparison Chart

<table>
<thead>
<tr>
<th>Hispanic</th>
<th>Latino</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terminology</td>
<td>The term Hispanic refers to language. A person is referred to as Hispanic if they or their ancestors come from a country where Spanish is spoken.</td>
</tr>
<tr>
<td>Derived From</td>
<td>The term &quot;Hispanic&quot; comes from a Latin word for Spain &quot;Hispania,&quot; which later became &quot;España.&quot; It refers to a person of Latin American or Iberian ancestry, fluent in Spanish.</td>
</tr>
<tr>
<td>Usage</td>
<td>“Hispanic” is primarily used along the Eastern seaboard of the U.S., and favored by those of Caribbean and South American ancestry or origin. The U.S. Census Bureau also uses the term Hispanic in the census.</td>
</tr>
</tbody>
</table>
Hispanic or Latino? continued

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

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>Hispanic</th>
<th>Latino</th>
<th>No preference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas</td>
<td>46</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Florida</td>
<td>31</td>
<td>17</td>
<td>52</td>
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<td>California</td>
<td>30</td>
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<td>New York</td>
<td>30</td>
<td>20</td>
<td>49</td>
</tr>
<tr>
<td>All other states</td>
<td>31</td>
<td>14</td>
<td>54</td>
</tr>
<tr>
<td>All Hispanics</td>
<td>33</td>
<td>15</td>
<td>50</td>
</tr>
</tbody>
</table>

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

Source: Pew Research Center, 2013
Hispanics and Identity

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

- **“Hispanic” or “Latino”? Most don’t care - but among those who do, “Hispanic” is preferred.** Half (51%) say they have no preference for either term. When a preference is expressed, “Hispanic” is preferred over “Latino” by more than a two-to-one margin - 33% versus 14%.

- **Most Hispanics do not see a shared common culture among U.S. Hispanics.** Nearly seven-in-ten (69%) say Hispanics in the U.S. have many different cultures, while 29% say Hispanics in the U.S. share a common culture.

- **Most Hispanics don’t see themselves fitting into the standard racial categories used by the U.S. Census Bureau.** When it comes to race, according to the Pew Hispanic survey, half (51%) of Latinos identify their race as “some other race” or volunteer “Hispanic/Latino.” Meanwhile, 36% identify their race as white, and 3% say their race is black.

- **Latinos are split on whether they see themselves as a typical American.** Nearly half (47%) say they are a typical American, while another 47% say they are very different from the typical American. Foreign-born Hispanics are less likely than native-born Hispanics to say they are a typical American - 34% versus 66%.

On Overview of Latin American History

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The first major conquests of the Indians occurred in Mexico and Central America. The conquistador Hernán Cortés landed in Mexico in 1519. He had heard of a vast and wealthy empire inland. With barely 400 men, Cortés knew he could not defeat an empire rumored to have 250,000 armed men. He approached cautiously, negotiating and fighting with enemies of Montezuma (also spelled Moctezuma) II, emperor of the Aztec people (also known as the Mexica).
A woman whom the Spaniards called Doña Marina, and whom the Amerindians called Malinche, accompanied Cortés. Marina had been a slave of the Maya, who had given her to Cortés as a gift. She acted as Cortés's interpreter, thus enabling him to negotiate with the peoples he encountered.

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

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

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

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

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

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

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

The missionaries argued that overworking the Amerindians on farms and mines interfered with their efforts at conversion. Several missionaries, especially a Dominican friar named Bartolomé de Las Casas, pleaded for more humane treatment of the Indians. But millions of Indians died from overwork and harsh treatment. As the Indian population of Latin America declined, Europeans began to import black Africans as slaves (see Slavery). From the 1550’s to 1850’s over 10 million African slaves arrived in the Americas. Two-thirds of them, or nearly seven million, were sent to Latin America, especially Brazil, where they worked on farms and in mines.

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

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

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

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

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

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

Christian missionaries were slow to arrive in what is now Brazil. The Jesuits were among the first religious orders to convert and protect the Indians. Initially, the Indians seemed to be eager converts. Gradually, it became clear that they viewed the missions as havens from colonists who treated them like slaves. By the mid-1500's, brazilwood was no longer the only profitable product, and Portuguese colonists had begun growing sugar cane.

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

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

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

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

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

Amerindian rebellions against colonial government had increased considerably during the second half of the 1700’s. The criollos worried that without Spain’s might, they might not be able to defend themselves against such rebellions. Rather than demand full independence from Spain, some criollos favored limited self-rule. Others called for representation in the Cortes, the Spanish parliament. But they were denied equal status with the representatives in Spain.

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

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

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

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

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

In the south, landowners in Chile declared their country's independence in 1810. However, Spanish forces defeated them. Armies led by San Martín and the Chilean hero Bernardo O'Higgins won lasting independence for Chile in 1818. Earlier, in 1816, San Martín had freed Argentina from Spanish rule. During the early 1820’s, the forces of San Martín and Bolívar fought for Peru’s independence. Peru finally became independent in 1826.

**Brazil** won its freedom from Portugal without a war. After Napoleon invaded Portugal in 1807, the Portuguese ruler, Prince John, fled to Brazil. John returned to Portugal 14 years later, after Napoleon’s defeat. He left his son Pedro to govern Brazil, but the Brazilians no longer wanted to be ruled by Europeans. They demanded independence. In 1822, Pedro declared Brazil an empire and took the throne as Emperor Pedro I.
The Caribbean Islands. In 1791, Toussaint Louverture and others led black African slaves in Haiti in a revolt against their French rulers. In 1804, Haiti became the first independent nation in Latin America. The Dominican Republic declared its independence in 1844. A revolt broke out against Spanish rule in Cuba in 1895. The United States sided with the Cuban rebels, which led to the Spanish-American War (1898) between Spain and the United States. The United States won the war, and Cuba became a republic in 1902. Under the terms of the peace treaty, Spain also gave up its colony of Puerto Rico to the United States. Most small West Indian islands remained under British, Dutch, or French control until the mid-1900's. Since then, most of these islands have become independent. Many of the others have gained more control over their affairs.

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

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

Liberals favored policies promoting individual freedoms and equality. In practice, however, they held an unfavorable view of blacks, Indians, and mestizos, who made up majorities in many countries. Most liberals sought to reduce the political power of the church, promote private ownership of property, and educate the people. Liberal constitutions that promoted equality, however, actually stripped Amerindians of the special protections they had under Spanish law. During the 1800's, it was more difficult for Amerindians to be heard by governments than it had been prior to independence. In addition, liberal policies often disrupted Amerindian traditions. For example, they broke up collectively owned lands, forced native people to work for wages instead of living off the land, and discouraged Amerindians from allowing religion to play a large role in their daily lives.
Many of the new nations formed republics. However, the inexperience of the new leaders led to violent struggles. Ambitious politicians seized power in a number of countries. In other countries, wealthy landowners controlled the government.

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

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

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

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

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

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

In Mexico, justice minister Benito Juárez, a Zapotec Indian, passed liberal reforms that reduced the power of the church and the military and forced Amerindians to sell communal lands. These reforms led to a civil war, between liberals and conservatives,
from 1858 to 1860. The liberals won the war, and Juárez was elected president in 1861. Mexican conservatives then persuaded the French to invade Mexico, oust Juárez, and install Austrian Archduke Maximilian as Mexico’s emperor. Juárez and his supporters reclaimed the government in 1867, and Juárez continued to push his liberal agenda. He enjoyed support among the urban middle classes and Amerindians. Conservatives, especially large landowners and the church, opposed him, as did some Amerindians who had lost land to his reforms.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

In Cuba, Fidel Castro and Che Guevara led an armed rebellion against President Fulgencio Batista y Zaldívar. Batista ruled as a dictator and was widely regarded as a corrupt politician at the service of wealthy Cubans and foreign companies. Castro, a Cuban lawyer, and Guevara, an Argentine physician, led bands of guerrilla fighters against Batista’s government for nearly three years, until they defeated it in 1959.
After overthrowing Batista, the Cuban rebels set up a Communist government, with Castro as its head. The Castro government developed close ties with the Communist government of the Soviet Union, then the main rival of the United States in a struggle for international power known as the Cold War. Castro later pledged to aid Communist rebels in other Latin American countries.

In 1961, the United States created the Alliance for Progress to provide economic assistance to Latin American countries. The United States hoped the alliance would help prevent widespread revolution by alleviating financial pressures in Latin America. By the late 1960’s, the alliance had failed, mainly because it spent more time and resources strengthening military forces to stand against Communism than promoting democracy and economic development.

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

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

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

The new leaders believed their countries could not progress economically until they rooted out Communist influences. They enacted conservative policies and suppressed their political opponents, even though the number of Communists in their countries was small. In a number of countries, military governments carried out campaigns of repression known as “dirty wars.” Their political opponents “disappeared” or were tortured or killed in an effort to eliminate political conflict.
Not all military regimes were conservative. In Peru, military leaders seized the government in 1968 and named General Juan Velasco Alvarado president. The new government promised to end Peru’s dependence on foreign investment and sought to find a middle ground between capitalism and Communism. It took over most of Peru’s plantations and turned many of them into cooperatives managed by workers. In the early 1970’s, it began an industrial reform program that gave workers partial control over some industries. Like other military regimes of this period, Peru’s government arrested and exiled some of its political opponents.

Return to civilian government. During the late 1960’s and early 1970’s, armed uprisings took place in El Salvador, Guatemala, and Nicaragua. The rebels opposed military dictatorship and wanted representation in government. In Nicaragua, the Sandinista National Liberation Front, led by Daniel Ortega, overthrew the government of Anastasio Somoza Debayle in 1979. Ortega’s government enacted reforms similar to those enacted by democratic reformers in the 1950’s.

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

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

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

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

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

In the early 2000’s, Latin America faced serious economic, political, and social problems. Many people lived in poverty, the gap between rich and poor continued to widen, and rapid population growth put pressure on the region’s resources. In addition, a large illegal drug trade had persisted in a number of countries since the 1970’s. Latin Americans in several countries elected leftist or reform-oriented presidents in the late 1990’s and early 2000’s. These included Luiz Inácio Lula da Silva in Brazil, Hugo Chávez in Venezuela, Evo Morales in Bolivia, Néstor Kirchner and Cristina Fernández de Kirchner in Argentina, and Michelle Bachelet in Chile. Such leaders have questioned the ideal of globalization—that is, the extension of culture and commerce across traditional national boundaries. They have also favored policies to reduce somewhat their countries’ economic dependence on the United States and on international financial organizations, such as the International Monetary Fund. At times, they have argued that Latin Americans, and not foreign investors, should have control of, and profit from, natural resources and industries in their countries. They also have promised to improve the welfare of indigenous and working-class people.

In December 2007, the leaders of Argentina, Bolivia, Brazil, Ecuador, Paraguay, Uruguay, and Venezuela signed agreements to establish the Bank of the South. The bank was created to provide loans for economic and social projects in South America. The following month, Cuba, Bolivia, Nicaragua, and Venezuela founded another similar development bank. The four countries are members of the Bolivarian Alternative for the Americas (ALBA), a left-leaning trade group led by Venezuela.
In 2008, South America’s 12 nations, including members of Mercosur and the Andean Community, created the Union of South American Nations (UNASUR). Modeled after the European Union, UNASUR seeks to increase economic and political ties among its members.

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Additional Reference: A similar reference article entitled, “History of Latin America” may be accessed at Britannica.com at https://www.britannica.com/place/Latin-America
U.S. Foreign Assistance to Latin America and the Caribbean

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

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

Trends in Assistance

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

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

The future funding levels of foreign aid programs to Latin America and the Caribbean have yet to be determined, but the initial forecast signals a significant loss of funding. The Trump administration’s 2018 budget request to Congress delivered in May 2017 would slash assistance to Latin America and the Caribbean by 35 percent from 2016 levels. The final budget will likely reflect Congressional modifications.

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

- Hispanic Heritage and Culture - Primary and Intermediate
- Hispanic Heritage Treasure Hunt - Primary and Intermediate
- Hispanic Literature for Young Readers - Primary and Intermediate
- Notable Hispanics - Intermediate
- Hispanic American Population Growth - Intermediate
GRADE LEVEL: Social Studies - Elementary - Primary and Intermediate Grades

TITLE: Hispanic Heritage and Culture

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

1. The student will identify key characteristics of culture (e.g., language, art, music, dance, religion, traditions, food).

2. The student will analyze the traditions and culture of Hispanic Americans.

3. The student will research the cultures of several Latin American nations, including their own nation of ancestry (if applicable).

4. The student will locate Latin American nations on a map.

5. The student will identify the main topic and retell key details of a text. (FS)

6. The student will know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (FS)

7. The student will participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations. (FS)

SUGGESTED TIME: 2-3 hours, including homework

DESCRIPTION OF ACTIVITIES:

TEACHER’S NOTE: Separate directions and written assignments are provided in this lesson plan for primary and intermediate students. In both instances, the lesson requires homework. Primary students will need assistance from a parent/family member or guardian. Intermediate students should complete the assignment with minimal assistance at home.

For All Grades:

1. Ask students to describe some of the holidays and special days they celebrate with their family. Students may relate stories about major celebrations and holidays
such as birthdays and holidays (e.g., Thanksgiving, Christmas, Three Kings, Chanukah, Kwanza, July 4th and others). List these on the board.

2. Have students describe how each listed holiday or special day is celebrated; e.g., family gatherings, ceremonies, worship services, food, music, dance.

3. Explain that these holidays and special days and the way we celebrate them are called traditions and are part of our family’s heritage (background) and culture. Culture is the way of life of a group of people and includes language, dance, music, art, education, religion, politics, literature, food, holidays, and much more.

4. Explain that this month we are celebrating and studying Hispanic Heritage and the many Hispanic cultures found in North America (Mexico), Central America, South America and the Caribbean.

5. Show students a map of Latin America so they can see the countries included in the region. Ask students if any of them or their families are from Latin American countries. List the countries on the board that are represented in the class and review the map once again so students can see where the countries are located. (Maps are provided in the Background section of this instructional resource guide.)

6. Explain that the class is going to study several nations in Latin America.

7. Select several Latin American cultures to explore as a class. Be sure to include the countries represented in the class, as well as Mexico (North America) and nations in Central America, South America, and the Caribbean.

8. Complete the attached research assignment entitled “Hispanic Heritage and Culture” (provided for both primary and intermediate grades).

**Primary Students:** Explain to younger students that they will complete the assignment with help from a parent/family member or guardian as homework.

**Intermediate Students:** Explain that they will begin the assignment in class using reference material (print and online) provided by the teacher. They can finish the assignment at home.
**ASSESSMENT STRATEGY:** Completion of “Hispanic Heritage and Culture” assignment.

**MATERIALS/AIDS NEEDED:** “Hispanic Heritage and Culture” (primary and intermediate worksheets are provided); Map of Latin America (provided in the Background section of this instructional resource guide); flags of Latin America (provided in the Background section of this instructional resource guide); additional research resources provided by the teacher.

**EXTENSION ACTIVITIES:**

- Compile the reports into a class book on Latin American culture.
- Have intermediate students compile a second report on another country, perhaps a country where a friend or classmate has their roots.
Hispanic Heritage and Culture (Primary)

Your Name: _____________________ Date: ____________

Who helped you complete the assignment?______________________

1. What is the name of the country you are studying?

2. Find the country on the map and color it. Circle the capital of the country.

3. Draw and color the flag of the country on the worksheet. What do the colors and the symbols on the flag represent?
4. What foods are enjoyed by the people in the country?

_______________________________________________________

_______________________________________________________

_______________________________________________________

_______________________________________________________

5. What holidays and traditions are celebrated in the country?

_______________________________________________________

_______________________________________________________

_______________________________________________________

_______________________________________________________

_______________________________________________________

_______________________________________________________
Hispanic Heritage and Culture (Primary continued)

6. What kind of dances and music are enjoyed in the country?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

7. What 2 interesting facts can you find about the country you are studying?

________________________________________________________________________

________________________________________________________________________
Hispanic Heritage and Culture (Primary continued)

Flag of ____________________________________________

What do the colors and symbols on the flag represent?

___________________________________________________

___________________________________________________

___________________________________________________

___________________________________________________
Hispanic Heritage and Culture (Intermediate)

Your Name: _________________________________    Date: ___________________

Directions: Answer the questions below about the country you are studying. If you need more room, write on your own notebook paper and attach it to this worksheet.

1. What is the name of the country you are studying?

2. Where is the country you are studying located? (North America, the Caribbean, Central America, South America)

3. On the map of Latin America, locate and color the country. Label the capital city. Label any bodies of water near the country.

4. Draw and color the flag of the country on the last page of the worksheet. What do the colors and the symbols on the flag represent?
Hispanic Heritage and Culture (Intermediate continued)

5. What country first explored and settled the country?

6. How did the country get its name?

7. What foods are enjoyed by the people in the country?

8. What holidays and traditions are celebrated in the country?

9. What kind of dances and music are enjoyed in the country?

10. What 3 interesting facts can you find about the country you are studying?

11. Write a paragraph summarizing what you learned about this country. (Use your own paper and attach it to the worksheet.)
Flag of __________________________________________

What do the colors and the symbols on the flag represent?

__________________________________________________________________________
GRADE LEVEL: Social Studies – Elementary - Primary and Intermediate Grades

TITLE: Hispanic Heritage Treasure Hunt

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

1. The student will gather information about Hispanic cultural influences in their community.

2. The student will conduct short research projects that build knowledge about a topic. (FS)

3. The student will ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (FS)

SUGGESTED TIME: 1-2 hours as a homework assignment

DESCRIPTION OF ACTIVITIES:

TEACHER’S NOTE: Separate directions and written assignments are provided in this lesson plan for primary and intermediate students. This lesson requires homework. Primary students will need assistance from a parent/family member or guardian. Intermediate students should complete the assignment with minimal assistance at home.

For All Grades:

1. Explain that Hispanics have made important contributions to our community and have influenced the local community in many different ways. Hispanics from all over Latin America have moved here to live, work, and raise their families. The Spanish language is the first and preferred language for many people. Historic sites and museums in our community celebrate the contributions of Hispanics. Hispanics have also had an influence on our community’s tastes in food, music, and dance. Explain that students will explore and find examples of the influences of Hispanics on our local community.

2. As a class, ask students to list the Hispanic influences and contributions they can see in our community. Students may list place names of Hispanic origin and other
points of interest such as memorials or museums. Others may list stores or businesses that are owned by Hispanics. Others may list the food, music and other cultural influences.

**TEACHER’S NOTE:** To assist students in recognizing and appreciating Hispanic influences in the greater Miami area, images are provided. These images can be shared with students before beginning the “Hispanic Heritage Treasure Hunt.”

3. Have students complete the “Hispanic Heritage Treasure Hunt” assignment (provided for both primary and intermediate grades).

   **Primary Students:** Explain to younger students that they will complete the assignment with help from a parent/family member or guardian as homework.

   **Intermediate Students:** Explain that they will begin the assignment in class. They can finish the assignment at home.

**ASSESSMENT STRATEGY:** Completion of the “Hispanic Heritage Treasure Hunt” assignment.

**MATERIALS/AIDS NEEDED:** “Hispanic Heritage Treasure Hunt” activity (provided for both primary and intermediate students); “Images of Hispanic Influences in Miami” (provided).

**EXTENSION ACTIVITIES:** Have students share the results of their Treasure Hunts in groups or as a whole group activity.

**SOURCE:** Adapted from Scholastic News, 1997
Hispanic Heritage Treasure Hunt (Primary)

Your Name: _______________________

Date: ______________

Who helped you complete the assignment? ___________________________

How many Hispanic influences can you find in your neighborhood and community? Work with your family to see how many you can find.

1. Identify three people who have come to our community from different Latin American countries. Below, write their names and the countries they came from.

   _____________________________________________
   _____________________________________________
   _____________________________________________

2. Identify three Hispanic customs or traditions celebrated in our community. Write the customs or traditions here.

   _____________________________________________
   _____________________________________________
   _____________________________________________
Hispanic Heritage Treasure Hunt (Primary continued)

3. Draw or find a picture of a famous Hispanic person who lives in our community. Paste the picture on the back of this worksheet.

4. Find a magazine or newspaper article about a Hispanic person who lives in our community. Paste the article to the back of this worksheet.

5. Find three stores or businesses in your neighborhood that are owned by Hispanics. Write the names of the businesses here.

__________________________________________

__________________________________________

__________________________________________

6. Find three streets in the community that have Hispanic names. Write the names here.

__________________________________________

__________________________________________

__________________________________________
7. Find the names of three Hispanic radio or television stations in our community. Write the names here.

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

8. Find one example of a Hispanic memorial or museum in our community. Write the name here.

_______________________________________________________________

9. Find three Hispanic restaurants in our community and list examples of the food served in each one. Write the answers here.

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________
10. What do you feel is the most important Hispanic influence in our community? Why?
Hispanic Heritage Treasure Hunt  (Intermediate)

Your Name: _______________________

Date: __________________

Directions: How many Hispanic influences can you find in your neighborhood and community? Write your answers below and attach pictures, etc. to your own paper.

1. Identify three people you know who have come to our community from different Latin American countries. What countries did each of them come from?

2. Identify and describe three Hispanic customs or traditions celebrated in our community.

3. Find a picture of a famous Hispanic person who lives in our community. Paste the picture on the back of your own paper.

4. Find a magazine or newspaper article about a Hispanic who lives in our community. Paste the article to the back of your own paper.

5. Find three stores or businesses in the community that are owned by Hispanics. What do the stores sell?

6. Find three streets in the community that have Hispanic names. What do the names mean in English?
Hispanic Heritage Treasure Hunt  (Intermediate continued)

7. Find the names of three Hispanic radio or television stations.

8. Find an example of a Hispanic memorial or museum in the community. What is the purpose of the memorial or what is exhibited in the museum?

9. Find three Hispanic restaurants in the community and list examples of the food served in each one.

10. What do you feel is the most important Hispanic influence in our community? Why?
Images of Hispanic Influences in Miami

Calle Ocho and Cuban Mural
Domino Park in Miami and the Freedom Tower located in downtown Miami
Hispanic Families
Hispanic Cultural Dances, Festivals, and Holidays
The Calle Ocho Street Festival in Miami
Hispanic Foods
More Hispanic foods
Hispanic Businesses
More Hispanic Businesses
GRADE LEVEL: Social Studies – Elementary - Primary and Intermediate Grades

TITLE: Hispanic Literature for Young Readers

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

1. The student will read and discuss literature selections related to Hispanic heritage.

2. The student will compare their own goals, dreams, and beliefs to the main characters in selected Hispanic literature selections.

3. The student will identify the main topic and retell key details of a text. (FS)

4. The student will compare and contrast the adventures and experiences of characters in familiar stories. (FS)

5. The student will identify characters, settings, and major events in a story. (FS)

SUGGESTED TIME: 1-2 hours

DESCRIPTION OF ACTIVITIES:

TEACHER’S NOTES:

a) Separate directions and assignments are provided in this lesson plan for primary and intermediate students.

b) This lesson is designed to give students opportunities to read selections from children’s literature related to Hispanic heritage. The books to be read are to be selected by the teacher and should primarily focus on stories with a main character so as to support the related class activities.

c) Prior to beginning the lesson, ask the Media Specialist for assistance in locating copies of the literature selections listed on the handout entitled, “Suggested Literature for Hispanic Heritage Month” (provided). Additional book lists may be located at the following online sites:

For All Grades:

1. Explain that in this lesson, students are going to read one or more books that will celebrate Hispanic heritage. The books will give students the opportunity to think about the life, goals, dreams, and beliefs of the characters in the books. They will also have the chance to think about their own goals, dreams, and beliefs.

2. Discuss and ask students for examples of the following terms – goals (something you are trying to achieve or do); dreams (something you want to do, be or have); and, beliefs (something you accept as true or right).

3. Select one or more of the books on the reading list entitled “Suggested Literature for Hispanic Heritage Month” (provided). Complete the reading of the books selected by the teacher, as follows.

   **Primary Students:** Read the book(s) aloud to students and discuss the goals, dreams, and beliefs demonstrated by the main character(s) in the books. Ask if the students share any of the goals, dreams, and beliefs of the characters.

   **Intermediate Students:** Read the book(s) selected aloud or, if sufficient books are available, have students read one or more of the books on their own. Have students complete the assignment entitled “Are We Alike?” (provided). Discuss selected readings and the answers provided by students on the assignment.

   **OPTIONAL:** Following the reading, place intermediate students in pairs or triads and have each student summarize the story for the others. Have each student also share their answers to the questions on the assignment.

**ASSESSMENT STRATEGY:** Completion of reading and the “Are We Alike?” assignment for intermediate students (provided).

**MATERIALS/AIDS NEEDED:** “Suggested Literature for Hispanic Heritage Month (provided); “Are We Alike?” intermediate grades assignment (provided).

**SOURCE:** Assignment adapted from The Center for Applied Research in Education.
Suggested Literature for Hispanic Heritage Month

Younger Children

- A Day’s Work by Eve Bunting
- Abuela by Arthur Dorros
- Carmen’s Colors by Maria Diaz Strom
- Isla by Arthur Dorros
- Marisol McDonald Doesn’t Match by Marisol McDonald
- My Colors, My World by Maya Christina Gonzalez
- My Grandma by Ginger Fogle Song Guy
- Napa by Antonio Ramirez
- New Shoes for Silvia by Johanna Hurwitz
- Pablo’s Tree by Pat Mora
- The Rainbow Tulip by Pat Mora
- Tomas and the Library Lady by Pat Mora
- Too Many Tamales by Gary Soto
- Xochtitl and the Flowers by Jorge Argueta
- Yagua Days by Martel Cruz

Grades 3–5

- Calling the Doves/El Encanto De Las Palomas by Juan Felipe Herrera
- Chavela and the Magic Bubble by Monica Brown
- Family Pictures by Carmen Lomas Garza
- Grandma’s Chocolate by Mara Price
- The Color of My Words by Lynn Joseph
- Under the Royal Palms: a Childhood in Cuba by Alma Flor Ada
- Waiting for the Biblioburro by Monica Brown
Are We Alike? (Intermediate)

Directions: After reading a book selected for Hispanic Heritage Month, ask yourself: How am I like the main character in the book? How am I different? Answer the questions below to compare yourself with the main character.

1. Who is the main character in the book? __________________________
2. Complete the following two charts:

My Goals and Dreams: ______________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

The Goals and Dreams of the Main Character: __________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
Are We Alike? (Intermediate)

My Beliefs and Things I Believe are Important: _______________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

The Beliefs and Things the Main Character Believe are Important: ______________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Are We the Same or Different? (Intermediate)

3. How am I like the main character?
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

4. How am I different from the main character?
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
GRADE LEVEL: Social Studies – Elementary - Intermediate Grades

TITLE: Notable Hispanics

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

1. The student will summarize the contributions of select Hispanic Americans.

2. The student will gather and synthesize information about notable Hispanics by using a variety of informational resources.

3. The student will compile a biography about a notable Hispanic that includes information on their contributions.

4. The student will determine the main idea of a text and explain how it is supported by key details; summarize the text. (FS)

5. The student will conduct short research projects that build knowledge through investigation of different aspects of a topic. (FS)

6. The student will write informative/explanatory texts to examine a topic and convey ideas and information clearly. (FS)

SUGGESTED TIME: 2-3 hours

DESCRIPTION OF ACTIVITIES:

1. Explain that Hispanics have made important contributions to the community, nation and world in many different ways. They have contributed in government, science, art, music, literature, sports, and more. Explain that students will explore the life and contributions of several notable Hispanics.

2. With the class, brainstorm a list of Hispanics that have made a lasting contribution in various categories (e.g., government, science, art, music, literature, sports). Add to the list using the attached list of Notable Hispanics.

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

3. Define biography (a description of a person’s life) and autobiography (a history of a
person’s life written or told by that person). In this lesson, students will compile a brief biography of notable Hispanics.

4. Ask each student to select and research two Hispanics from the list. Using available print and Internet resources, complete the attached “Biography Profile” for each individual selected.

TEACHER’S NOTE: This research can be done in groups, if preferred. Also, online resources such as scholastic.com contain biographical profiles of notable Hispanics.

ASSESSMENT STRATEGY: Completion of “Biography Profiles.”

MATERIALS/AIDS NEEDED: List of Notable Hispanics (provided); “Biography Profile” worksheet (provided)

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

Julia Alvarez, writer
Luis Walter Alvarez, Nobel Prize-winning physicist
Desi Arnaz, actor
Joan Baez, folk singer and activist
David Barkley, soldier and Medal of Honor recipient
Simon Bolivar, statesman
Fernando Bujones, ballet dancer
Pablo Casals, musician
Franklin Chang-Diaz, astronaut
Cesar Chavez, labor leader
Linda Chavez-Thompson, labor leader
Henry Cisneros, former U.S. Secretary of Housing and Urban Development
Sandra Cisneros, writer
Roberto Clemente, baseball player
Celia Cruz, singer
Salvador Dali, painter
Ruben Dario, poet
Sammy Davis, Jr., singer, actor
Walt Disney, artist, innovator
Domenico Theotocopulos “El Greco”, painter
Jamie Escalante, teacher
David G. Farragut, Admiral
Carlos Juan Finlay, physician
Dolores Huerta, labor leader
Frida Kahlo, artist
Jose Limon, modern dancer and choreographer
Nancy Lopez, golfer
Notable Hispanics (continued)

Juan Marichal, baseball player
Jose Marti, writer, revolutionary leader
Melquiades Martinez, U.S. Secretary for Housing and Urban Development
Pedro Martinez, baseball player
Joan Miro, artist
Mario Molina, Nobel Prize-winning chemist
Rita Moreno, actress, singer, dancer
Anthony Munoz, football player
Luis Munoz Marin, Governor of Puerto Rico
Carlos Noriega, astronaut
Antonia Novello, U.S. Surgeon General
Ellen Ochoa, astronaut
Severo Ochoa, Nobel Prize-winning biochemist
Pablo Picasso, painter
Federico Pena, U.S. Secretary of Transportation
Alex Rodriguez, baseball player
Chi Chi Rodriguez, golfer
John Ruiz, boxer
Alberto Salazar, marathoner
Carlos Santana, guitarist, singer
Luis Santeiro, writer
Andres Segovia, musician
Juan Seguin, soldier, Texas State Senator
Junípero Serra, missionary
Richard Serra, sculptor
Notable Hispanics (continued)

Sammy Sosa, baseball player
Gary Soto, writer
Sonia Sotomayor, Supreme Court Justice
Loreta Janeta Velásquez, Civil War soldier
Nydia Velásquez, U.S. Representative

Main Sources:

**Biography Profile**

Your Name: ______________________________  Date: ____________________

**Directions:** Use this worksheet to keep notes on the person you are studying. Summarize your notes into an essay on the last page of the worksheet.

Name of the Hispanic history maker you researched: ____________________________

<table>
<thead>
<tr>
<th>Topic</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Early Life</td>
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<td>Date and Place of Birth</td>
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<td>Childhood</td>
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Picture or Drawing of the Person
## Biography Profile (continued)

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<thead>
<tr>
<th>Topic</th>
<th>Notes</th>
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<td>Education or Training</td>
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<th>Topic</th>
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<tr>
<td>Interesting Facts about the Person</td>
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<td>Career or contributions made by this person</td>
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Biography Profile (continued)

Write an essay below summarizing what you have learned about the person you researched. Include a description of the contributions made by the person. Also include a description of the positive characteristics you feel this person demonstrated during his or her life.

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GRADE LEVEL: Social Studies – Elementary - Intermediate Grades

TITLE: Hispanic Population Growth

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

1. The student will analyze the projected population growth of Hispanics in the United States.

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

SUGGESTED TIME: 1 hour

DESCRIPTION OF ACTIVITIES:

1. Explain that in this lesson students will learn that Hispanics are among the fastest growing minority group in the United States. (Asians are the fastest growing group according to the latest Census data.) They will examine the growth by studying and answering questions based on a pie chart.

2. To review, explain that a pie chart uses “pie slices” to show the size of data (information). Practice creating a pie chart with students using the handout entitled “Creating a Pie Chart” (provided).

3. Distribute copies of the assignment entitled, “Hispanic Population of the United States, 2013 and 2060 (Estimated)” (provided). Have students answer the questions regarding Hispanic population growth using the pie chart as a reference.

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

4. As a class, review the answers to the assignment.
ASSESSMENT STRATEGY: Completion of the pie chart assignment.

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

EXTENSION ACTIVITIES: Create additional pie charts regarding Hispanic demographics (population) by using the directions provided on “Creating a Pie Chart” or create pie charts electronically by utilizing the application at Kids’ Zone, http://nces.ed.gov/nceskids/graphing/classic/bar_pie_data.asp?ChartType=pie

Creating a Pie Chart

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

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

<table>
<thead>
<tr>
<th>Table: Favorite Type of Movie</th>
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<tbody>
<tr>
<td>Comedy</td>
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<tr>
<td>--------</td>
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<tr>
<td>4</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Comedy</th>
<th>Action</th>
<th>Romance</th>
<th>Drama</th>
<th>SciFi</th>
<th>TOTAL</th>
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<tr>
<td>4/20 = 20%</td>
<td>5/20 = 25%</td>
<td>6/20 = 30%</td>
<td>1/20 = 5%</td>
<td>4/20 = 20%</td>
<td>100%</td>
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</tbody>
</table>

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

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<tr>
<th>Comedy</th>
<th>Action</th>
<th>Romance</th>
<th>Drama</th>
<th>SciFi</th>
<th>TOTAL</th>
</tr>
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<td>4/20 = 20%</td>
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<tr>
<th>Comedy</th>
<th>Action</th>
<th>Romance</th>
<th>Drama</th>
<th>SciFi</th>
<th>TOTAL</th>
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<tr>
<td>4/20 × 360° = 72°</td>
<td>5/20 × 360° = 90°</td>
<td>6/20 × 360° = 108°</td>
<td>1/20 × 360° = 18°</td>
<td>4/20 × 360° = 72°</td>
<td>360°</td>
</tr>
</tbody>
</table>
Creating a Pie Chart (continued)

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

5. The final pie chart looks like this.

Source: Math is Fun, http://www.mathsisfun.com/data/pie-charts.html
Hispanic Population of the United States, 2013 and 2060 (Estimated)

Hispanics are among the fastest growing minority group in the United States. Only Asians are growing faster as a group. The pie chart below show how the Hispanic population is estimated to increase between 2013 and 2060. Use the pie charts to complete the questions.

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

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

________________________________________________________________________

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

________________________________________________________________________

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

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

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

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

Celebrate Hispanic Heritage Month
http://www.cr.nps.gov/nr/feature/hispanic/
The site for the National Register of Historic Places presents lesson plans and much more.

Fact Monster
http://www.factmonster.com/hispanic-heritage-month/
At this site, learn about famous Hispanic Americans or test your knowledge of Hispanic/Latino/Spanish history. Also, take a Brain Quest quiz on Spanish culture, Latin American geography or famous Hispanic Americans.

Hispanic Heritage Month.org
http://www.hispanicheritagemonth.org/Home_Page.html
This website is dedicated to celebrating Hispanic Heritage. It provides fun facts, a proclamation by the president, useful links, and a calendar of events.

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

NEA/National Hispanic Heritage Month Activities
Celebrate National Hispanic Heritage month with these lessons, activities, videos, and more.

PBS/Hispanic Heritage Month
http://www.pbs.org/special/hispanic-heritage-month/
Videos covering Hispanic history, music, current issues, and interviews with notable Hispanics are found at this site.

Scholastic/24 Great Ideas for Hispanic Heritage Month
Celebrate Hispanic culture - and diversity in general - by studying the Mayan alphabet, dancing to the merengue, adopting an international sister City, and more!
Smithsonian Education
http://www.smithsonianeducation.org/educators/resource_library/hispanic_resources.html
Each year, the Smithsonian honors Hispanic Heritage Month with a calendar full of activities. This site contains lessons and interactive exhibitions celebrating Hispanic people and history. Additionally, for Hispanic Heritage Month, Smithsonian Folkways offers free music and videos from Latin American and from Hispanic communities in the U.S. A student activity is included.

The Society of Hispanic Historical and Ancestral Research (SHHAR)
http://shhar.net/
SHHAR (pronounced "share") is a non-profit, volunteer organization with the specific goal of helping Hispanics research their family history. The site includes links to many other sites for additional help in genealogical research.

United States Census Bureau
Part of the Census Bureau’s Facts for Features series providing facts and statistics on the Hispanic population in the United States.
Elementary Character Education Activities to Support Hispanic Heritage Month
Elementary Character Education Activities to Support Hispanic Heritage Month

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

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

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

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

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

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

Respect:

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

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

  1. Treat other people the way you want to be treated.
  2. Be polite and courteous.
  3. Listen to what other people have to say.
  4. Do not insult people, or make fun of them, or call them names.
  5. Do not bully or pick on people.
  6. Do not judge people before you get to know them.
• Discuss how good manners and following classroom rules generate respect. Brainstorm with students and list the characteristics and behaviors related to being respectful. Try the following exercise. Ask students to pass a pencil, book, or other item to a fellow class member. Then, ask the students to return the item to the same person in a respectful manner. Notice how the two actions differed. Ask students to discuss how the two steps were different. Was one exchange more courteous than the other? Did students say please and thank you? Ask students to discuss how it feels to be treated courteously and with respect.

• Write down the name of someone in your life right now who you respect very much. Name two things that person does that cause you to respect him or her. Do you share either of those traits with that person?

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

• Create a bulletin board entitled “Respectful Students of the Month” or "Uncle Sam Wants YOU to be Respectful.” Tell students that during the month of September, their pictures will be placed on the bulletin board as they demonstrate acts of respect. Post a picture of students “caught in the act” of being respectful. Each day, ask students to nominate other class members to be posted on the bulletin board.

• Local, national, and world events reported in the newspapers or on television often illustrate actions taken by community members or local groups seeking respect. Discuss local or national events and the actions citizens have taken. Have students look through newspapers and magazines for evidence of community members seeking respect. Create space on a bulletin board or a large poster where students can post these stories.

• In September, we also commemorate Constitution Day (September 17th) and Celebrate Freedom Week (the Declaration of Independence; last week in September). Ask students to think about the men who helped write these documents and the respect they earned for helping to create our new nation (i.e., Founding Fathers). Have students write an essay about one Founding Father explaining what challenges this person met and why they chose this person as an individual that is worthy of respect. Invite students to share essays with other class members.

• Review the Pledge of Allegiance and the Star Spangled Banner. Have students study and discuss the meaning of the words and importance of reciting or singing them with respect; i.e., standing at attention, placement of right hand over one’s heart.
Identify and study national symbols and documents and their meaning; e.g., the Declaration of Independence, the United States Constitution, American flag, Star Spangled Banner, the bald eagle, the Statue of Liberty, the Liberty Bell. Review and discuss how these symbols illustrate respect for our country. Ask students to research and write about the various symbols of national pride and why they deserve our respect. Present these reports to other class members.

Responsibility:

Discuss the following guidelines for “How to be a Responsible Person."

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

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

Ask: How responsible are you? For each of the responsible behaviors listed above, have students rate themselves on a scale of one to five (1=poor, and 5=terrific). For each of these behaviors, give an example of how they are either responsible or not, and what they could do to improve.

Ask: Can you think of a time you did something really irresponsible? Describe it in detail. Why did it happen? How did you feel about it at the time? Did it affect anybody else? Did it cause any problems for you? How do you feel about it now? What did you learn from it? Or, perhaps you would prefer to write about something you did that was very responsible

Review classroom rules. Discuss the importance of following rules, acting responsibly, and the consequences if rules are not followed. Ask students to create a list of things they are responsible for at school. Discuss these responsibilities and explain possible consequences of not completing these tasks; e.g., not completing homework assignments or forgetting to perform a classroom job (sharpening pencils, emptying the wastepaper basket, etc.).

Ask students to make a list of chores to be done at home. Invite students to list all family members and the chores they are responsible for; e.g., working outside the home, cooking, cleaning the house, paying bills, doing laundry, taking out the trash,
feeding pets. Discuss the consequences of not completing tasks. What would happen if a parent did not pay the bills or if someone did not take the trash out?

- Ask students to create a bulletin board, posters, or banners depicting ways they should act responsibly this month and during the remainder of the school year. Post these throughout the classroom and school. Simultaneously, begin a “Responsible Student of the Week” bulletin board. Each week, invite students to nominate classmates that have demonstrated responsible behavior. Post a picture of these students and have students write a short paragraph explaining why these students deserve this honor. These essays may also be posted by the student’s pictures.

- Invite a guest speaker to visit classrooms to discuss their career responsibilities with students. Discuss how we depend on others to act responsibly. Ask the guest speaker to describe the consequences that would occur if he/she did not act responsibly in their position. Ask students to think about a career they would like to have in the future. Ask them to write about the responsibilities involved in holding this position.

- Plan a group/class service project. Give each student a specific task to accomplish or responsibility to meet. After the task is completed, discuss the role of each individual in “doing his/her part” to accomplish the entire group’s project.

- Watch for news or television programs that illustrate responsible actions by individuals or groups. Discuss the positive effects these actions have on our community and on our lives.

- Begin a school or classroom election campaign. Invite students to run for various elected positions; e.g. class president, vice-president, secretary. Ask each student to prepare a speech explaining why he/she would be the most responsible candidate for the position. Students may also write essays describing the qualities they feel would be necessary for successfully filling these roles.

Other On-going Activities to Promote Character Education

- Invite all students and teachers to an assembly/pep-rally in the school cafeteria, auditorium, or P.E. courts to kick-off character education school-wide. Ask a spirited teacher, parent, principal or guest speaker to motivate students and address character education goals and core values for the coming school year.

- Create a character education steering group made up of administrators, teachers, parents and students that meets regularly to plan activities and events celebrating each monthly value.
• Start a character education book club. Ask the media specialist, language arts or social studies teacher for book recommendations related to the core value of the month. Students should read books related to a particular topic, subject, or author; e.g., books written by a person striving toward a goal. Students may share, discuss and/or report their findings back to the class. Keep a class or personal log of the books read.

• Make character education a regular part of the school day and curriculum. Incorporate student homework related to each designated monthly value. A school newsletter may incorporate information on character education and offer daily suggestions for how to demonstrate each month’s value. Morning announcements may also provide an opportunity to support each month’s designated value.

Source: Adapted from activities developed by goodcharacter.com, http://www.goodcharacter.com/EStopics.html
Anti-Discrimination Policy
Federal and State Laws

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

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

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

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

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

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

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

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

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


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

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

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

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

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