

Chicano!



History of the Mexican American Civil Rights
Movement

Pair-Share

QUICKWRITE



Discuss the following questions with a partner. Then, write down a couple of your responses below (in bullet points or in complete sentences):

What do you know about the Chicano Civil Rights Movement? Are there any historical figures, authors, or names that come to mind? What issues or events do you expect to learn about? What does the word “Chicano” mean?

What does “Chicano” mean?



How is it different from
“Latino” or “Hispanic?”

| Chicano/a Chican@, Chicanx, Xicana, Xicano | Latino/a Latin@, Latinx | Hispanic |
|---------------------------------------------------------|-----------------------------------|-----------------|
| • | • | • |

What does “Chicano” mean?

How is it different from “Latino” or “Hispanic?”

| <p>Chicano/a Chican@, Chicanx, Xicana, Xicano</p> | <p>Latino/a Latin@, Latinx</p> | <p>Hispanic</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Chicano: the chosen identity of (some) Mexican Americans/the Mexican-American community</p> <p>Efforts to make the word more inclusive:</p> <ul style="list-style-type: none"> • In Spanish the “o” or “a” at the end of some words means the word represents either feminine or masculine. • The “@” was introduced to include both men and women • The “x” is added at the end to be more gender inclusive/neutral • The “X” at the beginning is meant to pay tribute to the indigenous language Nahuatl, and the “ch” sound is spelled with an “x”. • Chicanos have heritage of indigenous Americans and Europeans, specifically Spanish/Spain | <p>-Refers to persons of Latin American origin or ancestry</p> | <p>-Refers to persons of spanish-speaking origin or ancestry</p> <p>-Includes people from Spain and spanish-speaking Latin Americans</p> <p>-For some folks the term carries a negative reminder of colonialism and imperialism</p> |

History Overview through a Photo Gallery



In this photo:

What do you see?

What do you infer?

What questions do you have?

Photo Gallery



In this photo:

What do you see?

What do you infer?

What questions do you have?

Photo Gallery



In this photo:

What do you see?

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Photo Gallery



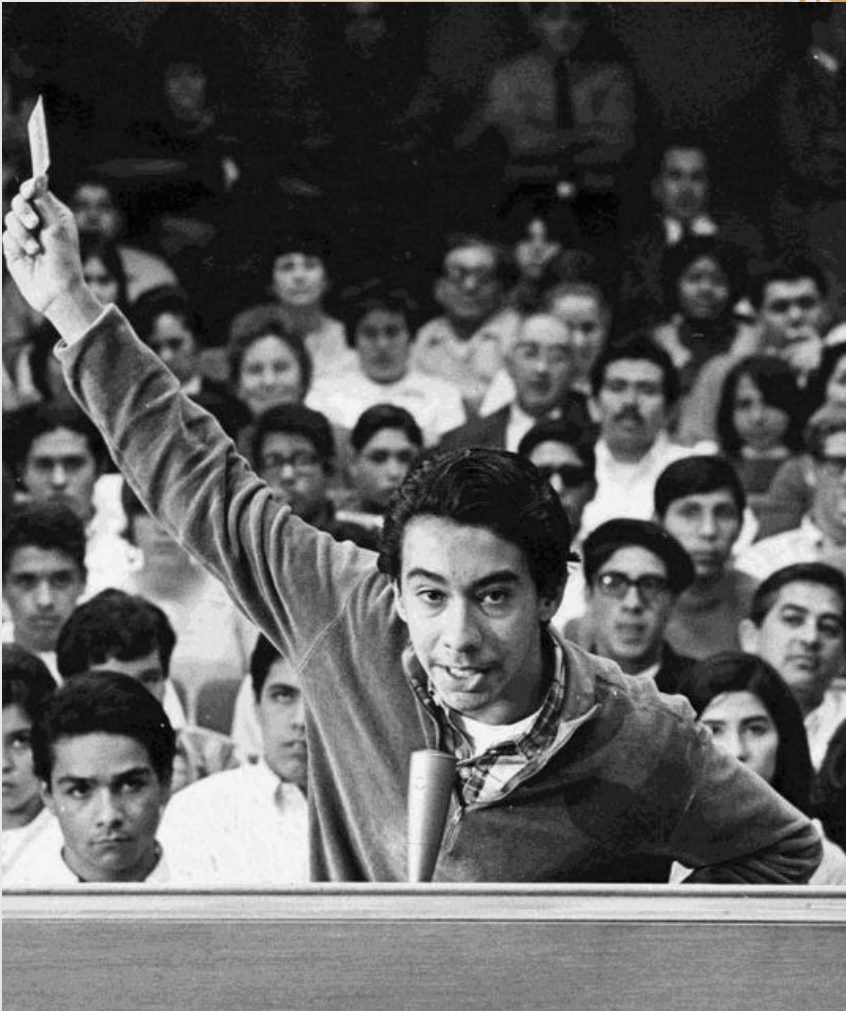
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Photo Gallery



In this photo:

What do you see? What do you infer?

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Photo Gallery



In this photo:

What do you see?

What do you infer?

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Photo Gallery



In this photo:

What do you see?

What do you infer?

What questions do you have?

Break Time



Yo soy Chicano

Los Alvarados

Rolas de Aztlán: Songs of the
Chicano Movement

Pre-War with Mexico



Timeline

- Native and Indigenous people lived in the Americas
- 1598:** New Mexico is settled by the Spanish
- 1821:** Anglo settlers began arriving in the Mexican state of Texas
- 1835:** Texans and Tejanos rise in rebellion
- 1845:** Texas is annexed to the US



Clip Preview



What were the US reasons for expanding?

What did the US gain from expansion?

What were the 80,000 Mexicans promised through the Treaty of Guadalupe Hidalgo?

War with Mexico



Mexican American War

- ☛ In the **Mexican-American War** (1846-1848) the US defeated Mexico
- ☛ The **Treaty of Guadalupe Hidalgo** ceded 55% of Mexican territory to the US for \$15 million (modern day Southwest)
- ☛ Mexicans could maintain residence, retain property rights, practice religious and cultural freedom, and become US citizens if desired.



Mexican Revolution



Immigration to the United States

- The Mexican Revolution of 1910 led many to migrate to the United States to flee violence, terror, & poverty
- El Paso, TX became the “Mexican Ellis Island”
- As the conditions improved in Mexico, more than 1 million people returned to Mexico
 - The Mexican population in the US had quadrupled by 1930

The Great Depression



Repatriation

- The Great Depression led to hostility against Mexicans due to competition for jobs
- The American government “**repatriated**” or deported over 500,000 Mexicans
- For those who remained, the FSA set up camps with housing, food, and protection from exploitation.
 - Paved way for migrant unions

Mexicans & WWII



Employment during WWII

- During World War II, 500,000 Mexican-Americans served in the US military
- Wartime industry
- **Bracero Program:** Temporary work program that encouraged Mexican immigration for contract work
 - Low wages & unacceptable work conditions
 - Most deported after the war



Mexicans & WWII



Zoot Suit Riots

- “Zoot suits” were worn by Mexican-American youth
 - Symbolized rebellion against Anglos
 - Seen as “swaggering” around
- In 1942, a fight broke out between a zoot-suited teens and American sailors. Some sailors began roaming the streets looking for revenge.
- After five days of bloodshed the violence ended & zoot suits were banned.
- The energy from the riots helped to fuel activism.



Mexicans & Post-WWII



American GI Forum

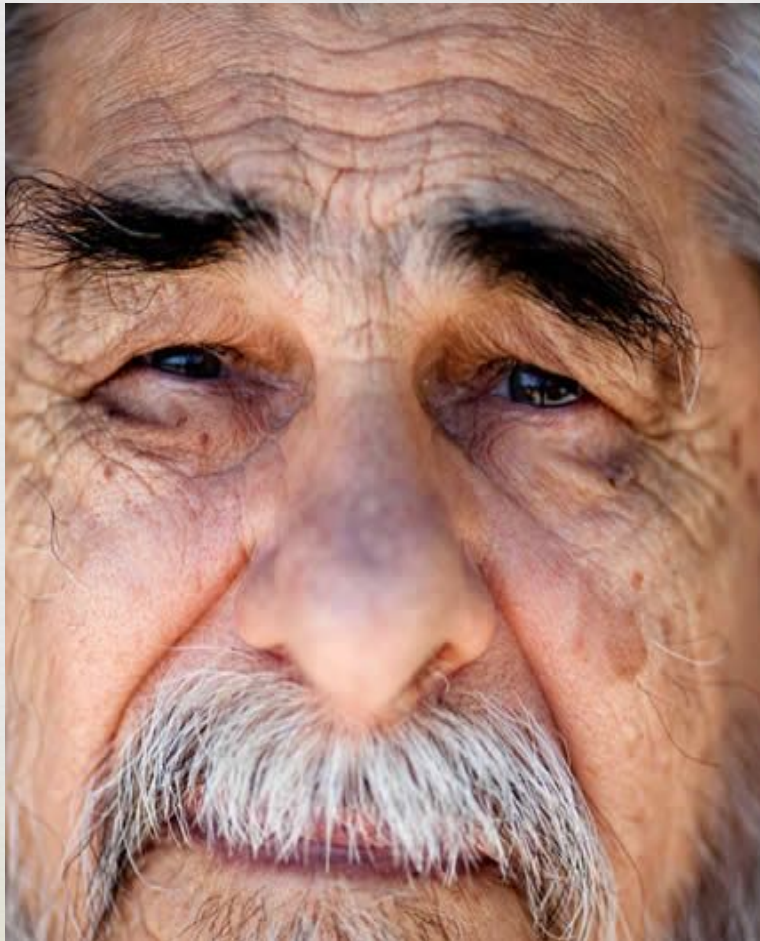
- Formed by Dr. Hector Garcia to protect the rights of Chicano veterans
- Received national notoriety in the defense of **Felix Longoria**
 - A young Chicano veteran of WWII that was refused burial in Three Rivers, TX.
 - Lyndon Johnson intervened to get Longoria buried at Arlington National Cemetery
 - Symbolized grievances and discrimination against Chicanos

Quest for Homeland

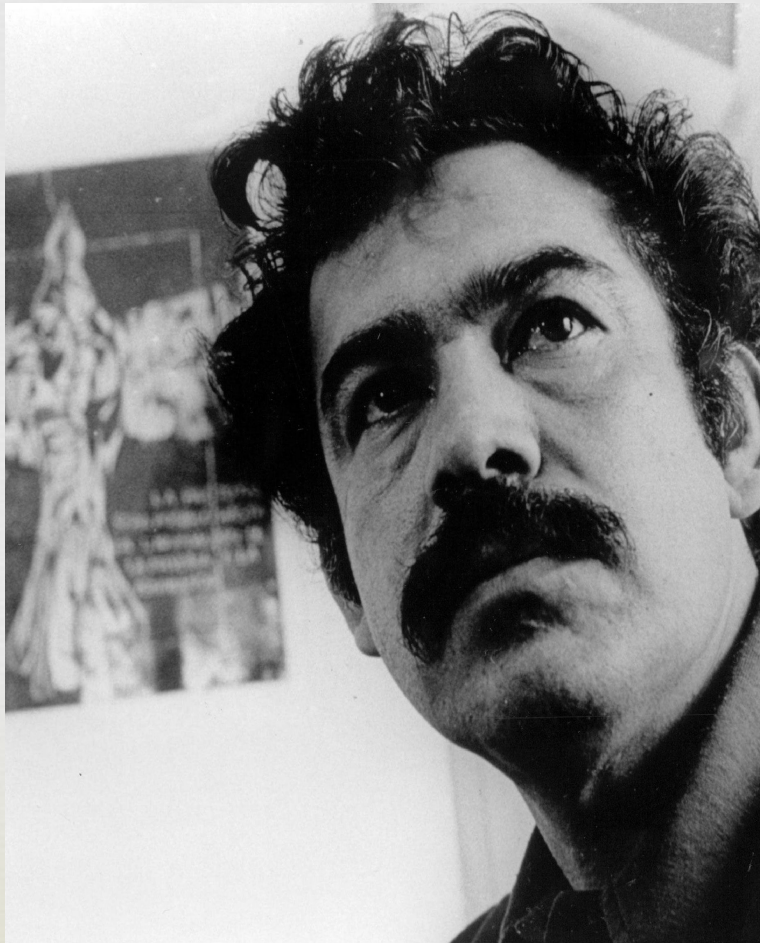


Reies Lopez Tijerina

- A land-grant activist who traced land loss to violations of the Treaty of Guadalupe Hidalgo
- 1963 he Formed an organization known as the **Alianza Federal de Mercedes (Federal Alliance of Land Grants)** in New Mexico to demand the return of their land grants
- 1967 he was arrested for the armed raid of Tierra Amarilla



Quest for Homeland



Rodolfo "Corky" Gonzales

- Chicano activist who founded the Crusade for Justice
 - Supported alternative institutions for Chicanos
 - Established La Escuela Tiatelolco, a bilingual, bicultural alternative school for Chicano children
 - Promoted pride in a unique Chicano culture
 - Believed in **Aztlan** – a mythical Chicano homeland

"I Am Joaquín"

I am Joaquín, lost in a world of confusion,
caught up in the whirl of a gringo society,
confused by the rules, scorned by attitudes,
suppressed by manipulation, and destroyed by modern
society.

...

I am the sword and flame of Cortes the despot
And I am the eagle and serpent of the Aztec civilization.

...

I worked, I sweated, I bled, I prayed,
and waited silently for life to begin again.

...

I,
Of the same name,
Joaquín,
In a country that has wiped out
All my history,
Stifled all my pride,
In a country that has placed a
Different weight of indignity upon my age-old burdened back.

...

The Indian has endured and still
Emerged the winner,
The Mestizo must yet overcome,
And the gachupín will just ignore.

...

I have made the Anglo rich,
Yet
Equality is but a word—
The Treaty of Hidalgo has been broken
And is but another treacherous promise.
My land is lost
And stolen,

...

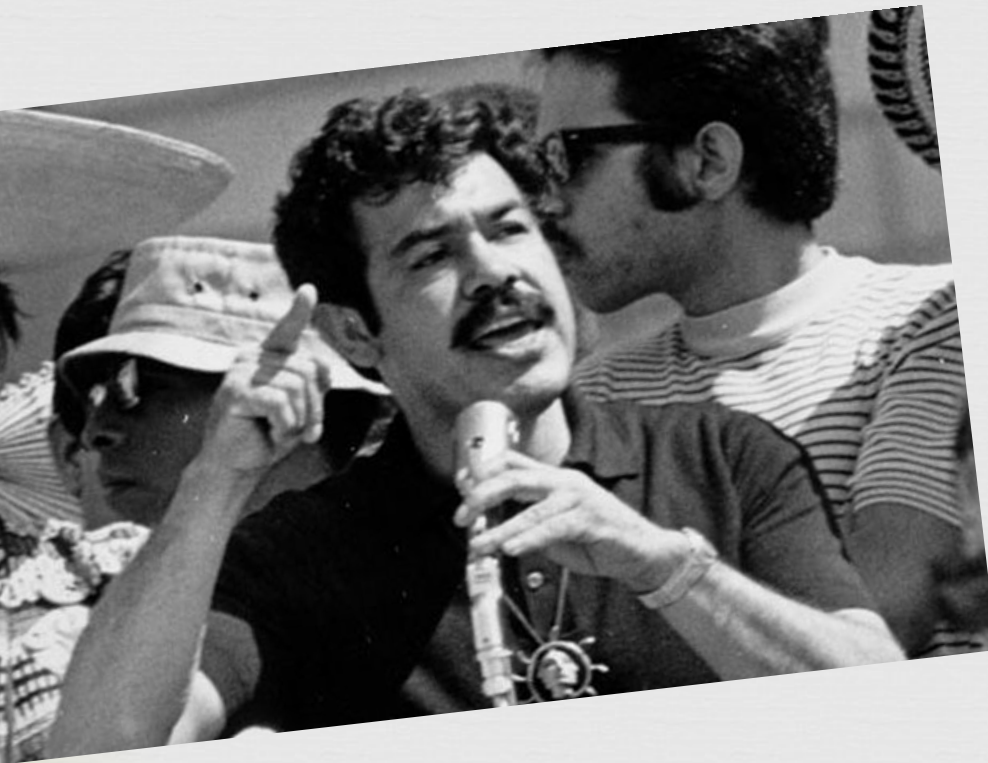
I am Joaquín.
I must fight
and win this struggle
for my sons, and they
must know from me
who I am.

...

And in all the fertile farmlands,
the barren plains,
the mountain villages,
smoke-smearred cities,
we start to MOVE.

La raza!
Méjicano!
Español!
Latino!
Chicano!
Or whatever I call myself,
I look the same
I feel the same
I cry
And
Sing the same.
I am the masses of my people and
I refuse to be absorbed.
I am Joaquín.
The odds are great
But my spirit is strong,
My faith unbreakable,
My blood is pure.
I am Aztec prince and Christian Christ.
I SHALL ENDURE!
I WILL ENDURE!

“I Am Joaquin” Share outs



Reflection Questions:

1. What are the key themes/main ideas of this poem?
2. What does Joaquin feel, and why? What evidence or phrases convey what he is feeling?
3. What line(s) of the poem do you find most impactful, and why?

Quest for Homeland



National Chicano Youth Conference (1969)

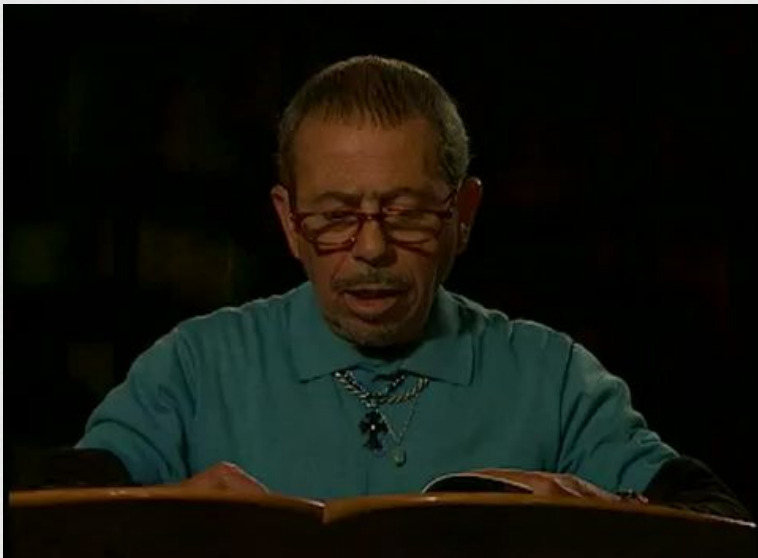
- A gathering of Chicano activists organized and hosted by Corky Gonzalez in CO
- El Plan de Aztlan is drafted
 - 15 point program to create alternative institutions, schools, political party (La Raza Unida), and promoted cultural affirmation
 - Unity, political liberation, economy, self-defense, education

Quest for Homeland



Alberto Baltazar Urista “Alurista”

- Chicano poet (from San Diego & SDSU Alum) whose poem that he read at the National Chicano Youth Conference became the preamble to the **Plan Espiritual de Aztlan**, the political manifesto of the Chicano movement
- He popularized the name “Aztlán” – a mythical Chicano homeland



“El Plan Espiritual de Aztlán”

In the spirit of a new people that is conscious not only of its proud historical heritage but also of the brutal "gringo" invasion of our territories, we, the Chicano inhabitants and civilizers of the northern land of Aztlán from whence came our forefathers, reclaiming the land of their birth and consecrating the determination of our people of the sun, declare that the call of our blood is our power, our responsibility, and our inevitable destiny.

End of the Section Reflection



There is a Chicano saying: “We didn’t cross the border. The border crossed us.” Knowing what you know so far about the history of the values of the Chicano movement, what does this phrase mean to you? Please write at least one paragraph in complete sentences.

What did you eat?



- Yesterday?
- This morning?
- Where did those ingredients come from?
- Who do you think harvested them?
- Why am I asking you this?

Struggle in the Fields



Farm Workers Issues

- Lack of union recognition
- Unfair wages
- Pesticides
- Lack of unemployment insurance



Struggle in the Fields



El Plan de Delano (1965)

- **Cesar Chavez** established the National Farmworkers Association
- In 1965, a Filipino union in Delano went on strike (**huelga**) against grape growers and Chavez quickly became the leader
 - Chavez emphasized **non-violence** and focused on the poverty faced by migrant workers



Struggle in the Fields



El Plan de Delano

- The focus moved to the cities where grapes were sold
 - Students, religious workers and activists talked to consumers in front of markets to encourage boycotting the grapes
- The Delano grape strike became known as **La Causa**, the Cause and involved over 13 million Americans
- Cesar led a 300-mile march from Delano to Sacramento to place the farm workers' plight before the American people.



Struggle in the Fields



El Plan de Delano

- In 1968, Chavez fasted to recommit the movement to non-violence and **Robert Kennedy** met with him to “break bread” at the end of his fast as a sign of support
- Chavez believed that economic issues could be improved through political participation
 - This led to the election of thousands of Latino officials
- In 1969, Delano growers signed contracts with the **United Farmworkers** union



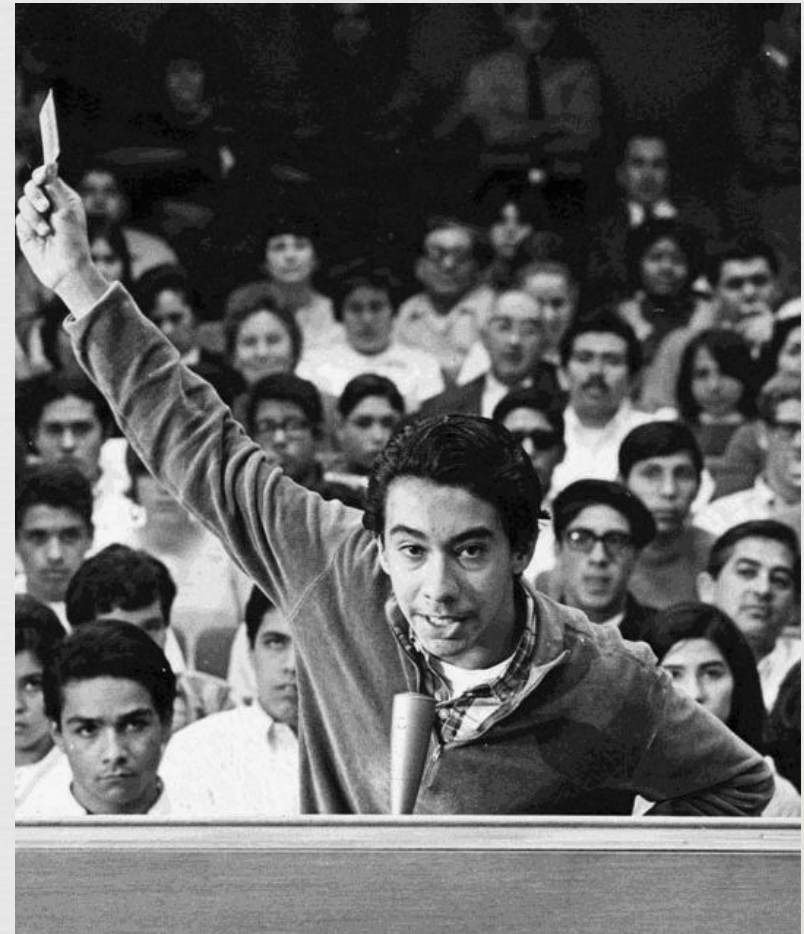
What frustrations
or issues do you
face at school?

Taking Back the Schools



Educational Issues

- Drop-out rates
- Tracking
- Encouraged to seek non-college programs
- Corporal punishment
- Anti-Mexican prejudice
- Reading rates

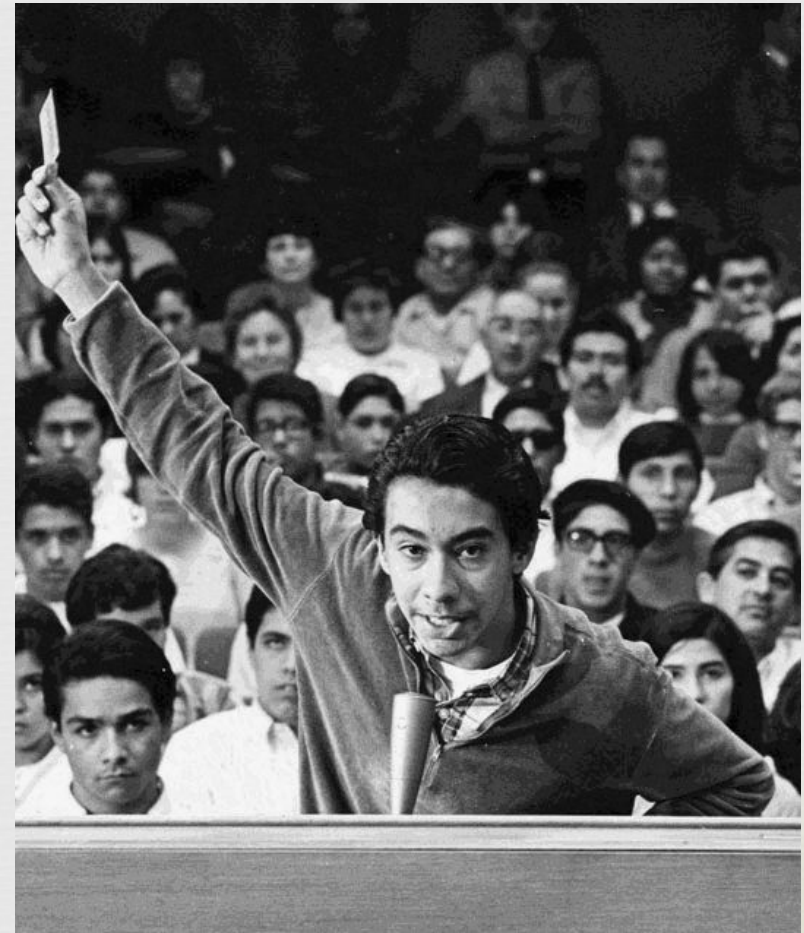


Taking Back the Schools



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Taking Back the Schools



Mendez v Westminster (1946)

- CA Supreme Court outlawed segregation of Mexican Americans
- Overturned argument that it was a “language necessity”

Hernandez v US Supreme (1954)

- Ruled that Mexicans had been treated “as a class apart” and were entitled to equal protections as given by the 14th amendment

Taking Back the Schools



East Los Angeles Walkouts 1968

- Students created petitions to improve schools but were ignored by the school board
- Students from six East LA schools staged a massive walkout
- Over 12,000 students participated with some arrested for disorderly conduct and failure to disperse



Taking Back the Schools

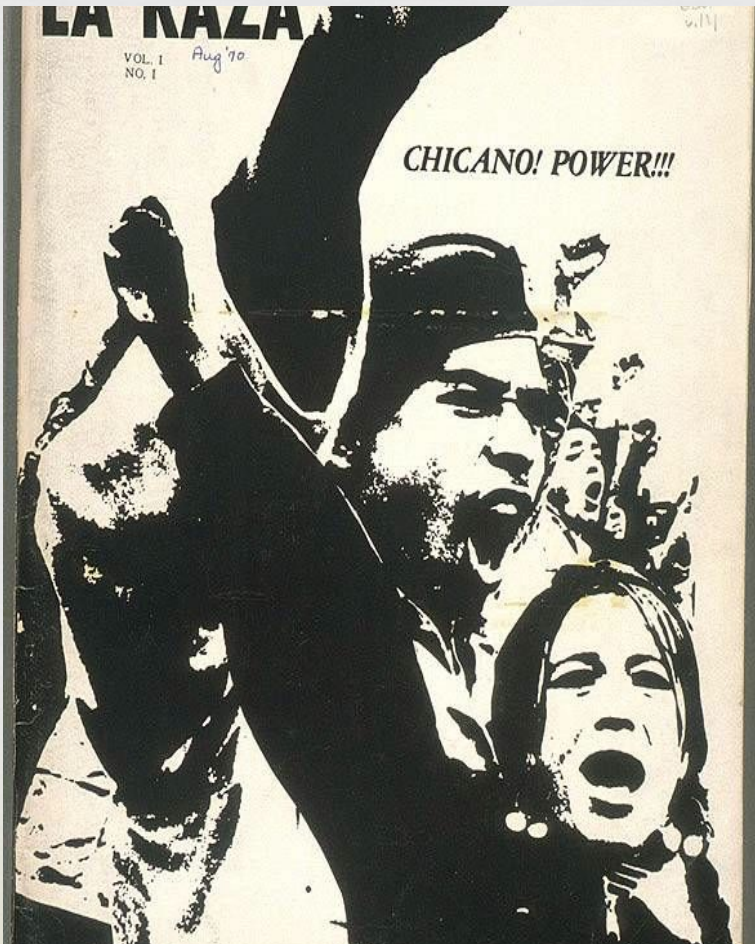


The **East Los Angeles 13**

- 13 students & community leaders including teacher, **Sal Castro**, were charged with felonies for “conspiring to disrupt schools” but charges were later dropped
- More Chicano teachers & administrators were hired and a significant change in college recruitment of Latinos occurred
- The movement unified the Chicano community



Fighting for Political Power



La Raza Unida Party (1970)

- An independent Chicano political party founded by **Jose Angel Gutierrez**
- Platform
 - Immediate withdrawal of troops from Vietnam
 - Support for Mexican land grants
 - Gun control
- Ramsey Muniz received 7% of the vote running for governor of TX (250,000 votes)
- Spread to 16 states

Fighting for Political Power



The Chicano Moratorium (1970)

- A movement of Mexican Americans opposed to the Vietnam War led by college activists & “Brown Berets”
 - Movement peaked in 1970 in East LA with over 30,000 demonstrators
 - The Laguna Park rally deteriorated into police riots with 4 dead.
 - Civil rights news reporter, Ruben Salazar is killed, leading to allegations of attempts to silence him.
- Chicanos questioned the rationale for war, high fatality rates for Latinos, draft deferments, and lack of educational opportunities.

Fighting for Political Power



Political Issues

- Underrepresented in government
- Voting restrictions such as poll taxes and literacy tests
- Political bosses bought out and manipulated Chicano voters
- Diluting the Chicano vote through zoning (gerrymandering)
- Voter intimidation and repression