

Was the Chicano movement successful?



Freddie Resendez rallies students at Lincoln High School, 1968 East LA Chicano Walkouts. (Los Angeles Times)

Supporting Questions:

1. What were the main goals of the Chicano Movement, and to what extent were they achieved?
2. How did the Chicano Movement impact the social, economic, and political conditions of Chicanos and Latinos in the United States?
3. What were the long-term effects of the Chicano Movement on American society and culture?

Inquiry Design Model (IDM) Blueprint™

Compelling Question	Was the Chicano movement successful?		
Standards and Practices	<p>MAS.1 The student understands historical points of reference in Mexican American history. The student is expected to apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.</p> <p>MAS.8A Describe how Mexican Americans have participated in supporting and changing government.</p> <p>MAS.9A Describe the rights and responsibilities of Mexican American citizens and Mexican immigrants in civic participation within the United States.</p> <p>MAS.8C Analyzes the Mexican American struggle for civil rights as manifested in the Chicano movement.</p> <p>MAS12.A Use social studies terminology correctly.</p> <p>MAS12.D Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p>		
Staging the Question	Draw your image or vision of civil rights on a sheet of paper		
Supporting Question 1 (TASK 1)	Supporting Question 2 (TASK 2)	Supporting Question 3 (TASK 3)	
What were the main goals of the Chicano Movement, and to what extent were they achieved?	How did the Chicano Movement impact the social, economic, and political conditions of Latinos in the United States?	What were the long-term effects of the Chicano Movement on American society and culture?	
Formative Performance Task	Formative Performance Task	Formative Performance Task	
Mind Map: Create a mind map that expresses the main goals and functions of the Chicano Movement.	Caricature: Create a caricature of two impacts the chicano movement had for latinos.	Poster: Using current events, explain what long-term effects the Chicano movement had on American society and culture.	

Featured Sources		Featured Sources	Featured Sources
<ol style="list-style-type: none"> Mural on side of La Chiquita Bakery depicting Mexican-American family life in San Antonio, Texas plan espiritual de aztlán second page Volume 1, Number 0 1967 September 4 La Raza: Volume 1, Number 0: 1967 September 4 El Movimiento: The Chicano Movement and Hispanic Identity in the United States. 		<ol style="list-style-type: none"> Family, Homeland, Revolution: Stories of the Chicano Movement Paragraph from Cesar Chavez and the Chicano Movement The Walkouts of 1968 and the Los Angeles Media The Rebirth of our Nationality EDGEWOOD ISD V. KIRBY Chicano Artists Challenging History and Reclaiming Cultural Memory 	<ol style="list-style-type: none"> PROPOSITION 187: THE GRANDDADDY OF ANTI-IMMIGRANT MEASURES Prop 187's Legacy The Dream Act: An Overview. Plyler v. Doe 2014 Executive Actions on Immigration Racial Profiling: Constitutional and Statutory Considerations for Congress
Summative Performance Task	Argument	Construct an argument that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views.	
	Extension	Students can thrash it out by answering the compelling question. Because they have evidence to answer the compelling questions, the teacher can group students on either side and have them debate the compelling question.	
Taking Informed Action	write an op ed or a journal entry for their school or any newspaper/ journal for a chosen issue to inform/persuade others.		

Lesson Overview:

Inquiry Description:

This IDM lesson allows students to explore a selection of primary and secondary sources that authors used as their platforms to fight for justice and equality in the Civil Rights Movement Era to answer the compelling question “Was the Chicano Movement Successful?”. The formative performance tasks allow students to organize and then apply the knowledge gained from exploration of the primary and secondary sources to demonstrate their argument on answering the compelling question by addressing and attacking social/political/economic injustice toward the latino community in the United States during the Civil Rights Movement.

NOTE:

It would be beneficial for students to have some background knowledge on the events and issues of the Civil Rights Movement. However, this lesson is designed to allow students to determine, based on analysis and making conclusions, what issues are being addressed/attacked through examination of the selected resources. The teacher is encouraged to provide more information as needed to guide students to accurate analysis and conclusions after they (students) have given an attempt at analysis on their own. This lesson is not designed to teach every aspect of the Chicano Movement, but to show students the impact it had in the civil rights era and how it can have to address/attack injustice.

This IDM lesson is designed to take four 90-minute class periods excluding the extension and taking informed action portions. The time frame for this lesson could expand depending on the specific needs of students. Teachers are encouraged to modify/adapt/enhance this lesson to fit the needs of their students.

Staging the Compelling Question:

When staging the compelling question the teacher could introduce a current picture that addresses/attacks an injustice and then ask students to draw your image or vision of civil rights on a sheet of paper. Students will use the print and cut questions and will be in partners.

Supporting Question 1:

The first supporting question, “What were the main goals of the Chicano Movement, and to what extent were they achieved?” allows students to explore some of the listed sources to expand background knowledge and/or gain new knowledge about the chicano movement. Students will use the provided information to create a mind map that expresses the main goals and functions of the Chicano Movement.

NOTE: When using the resources that have images, use the teaching strategy (SEE, THINK, WONDER). The teacher can add multiple resources that explain the civil rights movement if the student does not have prior knowledge. Since this is an open-ended question, students will have different outcomes on what were the main goals for the chicano movement. Adobe Spark and Canva can be used to develop mind maps or infographics. Allow students the choice of drawing their mind map by hand or to use a digital creator for their product. Actively monitor conversations by moving from group to group. Ask questions to extend student thought or provide additional information to clear up student misunderstanding.

Supporting Question(s) 2:

The second supporting question(s), “How did the Chicano Movement impact the social, economic, and political conditions of Latinos in the United States?” allows the student to view multiple resources from the Chicano Movement Era. Students will use these resources to research the impacts of ESPN in the Chicano Movement. Then students will create caricatures of two impacts the Chicano movement had for Latinos that you select from their research. Each caricature should illustrate defining features of that impact. If your resource that you researched focused on education and student walkouts, include that in

your illustration. If your resource took a more economic approach in the Chicano movement, illustrate that as well. As you are creating two caricatures, you should be creating two different illustrations of your impacts and write a brief artist's statement explaining each feature of the impacts that you draw.

NOTE: When using the resources that have images, use the teaching strategy (SEE, THINK, WONDER). The teacher should show students example political cartoons from earlier in the lesson to see how cartoonists have illustrated the chicano movement in the past. Students also have the option of using a digital creation tool such as Canva or Adobe Spark to assist them in their illustration. Provide a method for students to turn in their assignment and actively monitor students to ensure students are on task, address student misunderstanding, or question students to extend their thinking.

Supporting Question 3:

The third supporting question, "What were the long-term effects of the Chicano Movement on American society and culture?" Students will allow students to explore more resources that are more recent that were contributed to the Civil Rights Movement or chicano movement. Students will research current events that resulted in passage of legislation or continued activism.

NOTE: When using the resources that have images, use the teaching strategy (SEE, THINK, WONDER). The teacher can follow the poster instructions. Students need to find a recent newspaper article that demonstrates how the chicano movement has helped the latino community today. Develop a poster that highlights the different legislation that has affected that latino community, the actions that they are taking, and how this is a part of the result of the chicano movement. You will use either Canva or Adobe Spark to create your poster.

Poster Must Haves:

At the top of the poster, create a title that describes the event.

Briefly summarize the problem or situation in the article.

Explain the latino community involved and the role that they are taking (policies, actions, etc.)

Incorporate pictures and illustrations as needed

Summative Performance Task:

At this point in the lesson, students should have an abundant amount of knowledge about the Chicano movement and the impact on the Civil Rights Movement. To demonstrate their knowledge, students will construct an argument that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views.

To extend this lesson further, students can debate or thrash it out by answering the compelling question. Because they have evidence to answer the compelling questions, the teacher can group students on either side and have them debate the compelling question.

If students want to take informed action on this lesson's topic they can write an op ed or a journal entry for their school or any newspaper/ journal for a chosen issue to inform/persuade others.

MAS_Questions_Staging the Question (print and cut)

- Describe your picture to your partner. Why did you include these things?
- Does your picture depict big events with famous people or everyday events with normal people?
- Does your picture include symbols? Of what?
- Does your picture contain vital themes of culture, environment, values, beliefs, conflict, cooperation, patterns, change, continuity, or so on?
- What is your role in the picture? Are you observing or participating in any activism? What should be your/our role?
- Is there bias in this image? Cause/Effect? Emotion? Empathy? Are there questions?
- How do our two images compare or contrast?

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- How do our two images compare or contrast?

unite & change by BENÉ NÚÑEZ

Cities are burning! The people blame the police, the police blame the people; Congress blames OEO; OEO blames Congress; the Republicans blame the Democrats; the Democrats blame the Republicans--and the poor live in hell. Who cares where the blame lies? Change is the important thing. Change in the community, change that brings more jobs, more dignity, more education, and more of the good things of life to the pobre desgraciado. This change comes from community action and action comes from organization and unity. The Community Service Organization (CSO), means organization and unity.

This summer, CSO--with the help of an OEO grant--trained and sent out into the community approximately 120 youths from the ages of seventeen to twenty-four with the message, "Unite!"

quainted with the problems in the community, to determine ways of attacking and solving some of those problems, and to familiarize the residents with services available in the area. The many problems facing residents in the target area seemed to be mainly in the areas of economics, politics and welfare.

Lack of job opportunities and training resources, credit, insurance, high prices and poor quality of merchandise, deficient housing, and transportation appeared to be the most pressing economic problems of the area residents. The political disenfranchisement among the poor of the area was evident in the lack of participation in the local government, political or civic action groups, almost complete ignorance of avenues of redress of grievances, and low percentage of voter registration.

Item 1, Sep. 04, 1967. La Raza Newspaper, Volume 1, Number 0. La Raza Publication Records, 1001. Chicano Studies Research Center, University of California, Los Angeles. [<https://ucla.app.box.com/s/mxnsearrih2trq0hcn1l5t4953e04mw1>, July 17, 2024]

Paragraph from Cesar Chavez and the Chicano Movement

In the 1960s, the general political atmosphere underwent significant changes. Racial segregation had ceased to be an official government policy in the U.S.A. long before the 1960s, but in the 1950s and in the following decades it was still present at local level. Various organizations—transport companies, boards of governors of different institutions—still felt free to use segregation in their regulations. Signs prohibiting the entry of Blacks and Mexicans were still seen at the gates of parks and playgrounds in the 1950s. By adding the Mexicans to the blacks, a primarily racial segregation was extended into the field of ethnicity. By the mid-1960s, however, this kind of segregation had finally begun to disappear. The reasons are analyzed by Gómez-Quíñones at length. In his opinion, both international and domestic political changes were favourable for renewed Mexican American political activity. The favourable domestic changes were, in Gómez-Quíñones' interpretation, the positive attitude shown by both the Kennedy and the Johnson administrations to civil rights movements. Although political attention was primarily focused on blacks, through the problems of Blacks those of other minorities were also recognized. International circumstances included the war in Vietnam, the liberation movements in Africa and the Cuban Revolution. These events directed the attention of politicians and that of the general public to the situation of people who came to live in the U.S. from the Third World (1990:103). The positive effects of a more open and more receptive mainstream society were immediately felt in the Chicano community.

Vrauko, Tamás. (2023). Cesar Chavez and the Chicano Movement.

Excerpts from The Walkouts of 1968 and the Los Angeles Media

For years the walkouts of 1968 in East Los Angeles were largely ignored by the public perception of “1968,” and, instead, viewed as an isolated outburst of rage by some sectors of the Hispanic population.

But the walkouts were part of the cycle of “1968,” reflecting—in correspondence with the theses formulated by historians Carol Fink, Phillip Gassert, and Detlef Junker—a turn in the Cold War. The global aspect of the protests was created by the connecting work of mass media; and the activists created “informal networks of... collaboration.”

Even if one considers the demands to be more related to the everyday life of students than to a higher political consciousness, the mere abandonment of classrooms represented a challenge to established power, by breaking state law and creating a confrontation with authorities and public opinion alike.

Coming from a community which until then was relatively absent from public discussion, and for which political participation was a much more radical departure when compared with the white non-Latino community, the walkouts can be considered as a defining moment, a watershed, an opportunity for a realignment of social relations.

In that sense the acts by these students destroyed the limited frame of internal school demands and moved into the larger political realm.

For historian Michael Soldatenko, “Students and the East Los Angeles community transformed the immediate struggle for educational rights into practices that disrupted the institutional imaginary and postulated a second order based on self-determination and participatory democracy.”

They had a temporary success and thus “for a crucial historical moment, the blowouts redefined Chicano/a choices and politics in Los Angeles.”

In California, the walkouts, as Dolores Bernal defined them, were also “part of the struggle to end school segregation” against a ruling ideology defined by Anglo Saxon superiority, against the ideological needs of modern capitalism, and the theories of IQ intelligence that were then en vogue.

Lerner, Gabriel. “The Walkouts of 1968 and the Los Angeles Media.” *Latino Los Angeles*, 2 Oct. 2019, latinolosangeles.com/the-walkouts-of-1968-and-the-los-angeles-media-31471.

Part of "The Rebirth of our Nationality", 1973-74



<https://www.houstonchronicle.com/entertainment/theater/article/For-Gonzo-247-and-Leo-Tanguma-The-Rebirth-of-12888696.php>

Caricature

Caricature

Create caricatures of two impacts the Chicano movement had for Latinos that you select from your research. Each caricature should illustrate defining features of that impact. If your resource that you researched focused on education and student walk outs, include that in your illustration. If your resource took a more economic approach in the Chicano movement, illustrate that as well. As you are creating two caricatures, you should be creating two different illustrations of your impacts.

Write a brief artist's statement explaining each feature of the impacts that you draw.

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Chicano Movement Thrash Out Think Sheet

Whole-Class Brainstorm

Write down ideas on both sides of the T-chart. Write down additional ideas as they are shared out by your classmates.

Reasons the Chicano movement was successful	Reasons the Chicano movement was not successful

Take a Position

The Chicano movement was successful throughout the civil rights era.

Circle one of the following that best represents your thoughts on the statement:

Strongly Agree

Somewhat Agree

Somewhat Disagree

Strongly Disagree

Workshop Your Thinking: Develop Your Claim

Your Claim and Argument:

The Chicano movement was (successful/ not successful) throughout the civil rights era because ...

(Be sure to cite a specific piece of evidence from your notes!)

Anticipate a Counterargument:

(Think about what someone would say to disagree with your claim above.)

I predict that someone who disagrees with me would say...

(What would you say back to refute their claim?) I would say....

(Be sure to cite a specific piece of evidence from your notes!)

Thrash Out Notes

Use the following space to make note of ideas that emerge during the Thrash Out discussion. This should include any evidence that a classmate suggested, an argument that you had not considered, or any other thoughts that you may need to complete your argument.

Compelling Question Connection

Based on what you have learned from today's Thrash Out Discussion, answer the Compelling Question:

Was the Chicano movement successful?

The Chicano movement (successful/ not successful) because...