



# Ethnic Studies Lesson 3J: Latino American Chicano Movement

**TOPIC:**

LATINO AMERICAN HISTORY

**GRADE LEVELS:**

11-12

**TIME:**

1½ HOURS

## California Ethnic Studies Model Curriculum Themes, Values, and Principles Alignment

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**Themes:**

4. Social Movements and Equity

**Values and Principles:**

6. Connect ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society, and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic-racism society that promotes collective narratives of transformative resistance, critical hope, and radical healing.

## California English and Social Science Standards Alignment

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**English Language Arts Standards (11th and 12th Grade):****Reading—Informational Text (RI.11-12)**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (RI.11-12.2)

**Social Sciences Standards (11th and 12th Grade):****History-Social Science Content Standards—(Grades 9-12)**

Analyze the origins, goals, leadership, and tactics of various civil rights movements, including those of Native Americans, Asian Americans, and Latinos. (11.10)

Analyze the impact of key events, ideas, and people of the Chicano civil rights movement, such as César Chávez, Dolores Huerta, the United Farm Workers, and the Delano grape strike. (11.6)

Examine the impact of social movements and reforms on changing societal norms and policies. (12.2)

## Lesson Purpose

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Students will investigate key characters and events leading up to the Chicano movement.

## Essential Questions

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*Who were the characters and what were the events of the Chicano civil rights movement?*

*How has life changed for Latino/Hispanic Americans over the last 250 years?*

## Materials

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[History: How Anti-Mexican Racism in L.A. Caused the Zoot Suit Riots](#)

[National Archives Pieces of History: El Movimiento: The Chicano Movement and Hispanic Identity in the United States](#)

[Library of Congress: 1967 Tierra Amarilla Land Grant and Courthouse Raid](#)

[National Women's History Museum: Dolores Huerta](#)

[Cesar Chavez Foundation: About Cesar Chavez](#)

[Behind the Doodle: Celebrating Rodolfo "Corky" Gonzales](#) (video 4 minutes, 10 seconds)

[Library of Congress: The Chicano Moratorium](#)

[KWL Chart for Unit 3](#)

## Vocabulary

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zoot suit	Reies Tijerina	Cesar Chavez
	New Mexico Land Grant Movement	Dolores Huerta
	Rodolfo Corky Gonzales	Farm Workers Movement
	Aztlán	
	Chicano Moratorium	

## Lesson Steps

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### Step 1:

- Ask students if they have heard the term *zoot suit*. Do they know of groups of people who use their clothes to express themselves or their affiliations? As a class, watch [History: How Anti-Mexican Racism in L.A. Caused the Zoot Suit Riots](#). Ask students to pay attention to the who, what, when, where, and why of this event. When students have completed the video, have them help in creating an event card for this unit's timeline. Let students know that this event led to the Chicano movement of the 1960s and 1970s. According to [National Archives Pieces of History: El Movimiento: The Chicano Movement and Hispanic Identity in the United States](#), during the 1960s, "The Hispanic community embarked on a social movement aimed at combating institutional racism, increasing cultural hegemony, and guaranteeing equal labor and political rights." Write a version of this definition in the students' own terms on the board so students can refer to it when looking at how characters and events related to the Chicano movement's goals.

**Step 2:**

- Break the students into five groups. Let students know they will be researching a key individual or event of the early Chicano movement, and they will present their information in a five-slide slideshow. Students should focus on who, what, when, where, and why, as well as on the possible significance to the themes of the Chicano movement. Students may need to search the internet to find additional images for their slideshow.
- Resources for groups:
  - [Library of Congress: 1967 Tierra Amarilla Land Grant and Courthouse Raid](#)
  - [National Women’s History Museum: Dolores Huerta](#)
  - [Cesar Chavez Foundation: About Cesar Chavez](#)
  - [Behind the Doodle: Celebrating Rodolfo “Corky” Gonzales \(video 4:10\)](#)
  - [Library of Congress: The Chicano Moratorium](#)
- When students have completed their research, have them present their slideshow to the class.

**Step 3:**

- As a whole class, ask students to answer this lesson’s questions, “Who were the characters and what were the events of the Chicano civil rights movement?” and “How has life changed for Latino/Hispanic Americans over the last 250 years?” Add information that has been learned to this unit’s KWL chart.

## Essential Question Assessment, Application, Action, and Reflection

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As time allows, for homework, have students read [United Farm Workers, The 1965-1970 Delano Grape Strike and Boycott](#). In a short essay, have students describe how Cesar Chavez adopted the tactics of Martin Luther King Jr. and Mahatma Gandhi. What tactics did he use that were new? Students should also answer the question, “Why is leading by example such a powerful tool for change?”

## Additional Readings and Resources

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[CALMATTERS: In familiar refrain, United Farm Workers grapples with how to grow](#)

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, 244-270.

[United Farm Workers: The 1965-1970 Delano Grape Strike and Boycott](#)

**NOTE TO EDUCATORS REGARDING ADDITIONAL READINGS AND RESOURCES:** America is a pluralistic country, ethnically. It is also a pluralistic country politically—left, right, and center. Ethnic studies educators have ready access to resources from the left-of-center in the [2021 California Model Curriculum](#) and in the [Liberated Model Curriculum](#). This Comparative Cultures Ethnic Studies curriculum favors teachers exposing students to views from across the political spectrum. Educators often lack guidance to materials from outside the left-of-center. Therefore, in the sections on Additional Readings and Resources, the Comparative Cultures Ethnic Studies curriculum alerts educators to credible resources that provide an alternative to the other Model Curricula. In doing so, this curriculum encourages educators to acquaint students with evidence-based views from left, right, and center.

### Ethnic Studies 3A: KWL Chart

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**KNOW**

**WONDER**

**LEARNED**

*What do we think we already know about this topic?*

*What do we wonder about this topic? Write your questions below.*

*After the research is completed, what did we learn? Make sure to cite your source.*

<i>What do we think we already know about this topic?</i>	<i>What do we wonder about this topic? Write your questions below.</i>	<i>After the research is completed, what did we learn? Make sure to cite your source.</i>