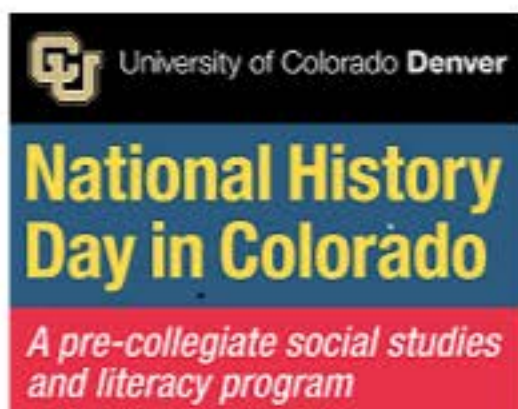




# Exploring Historic Places: Colorado's Chicano Movement

A 6th-12th grade National History Day in Colorado social studies and literacy curriculum

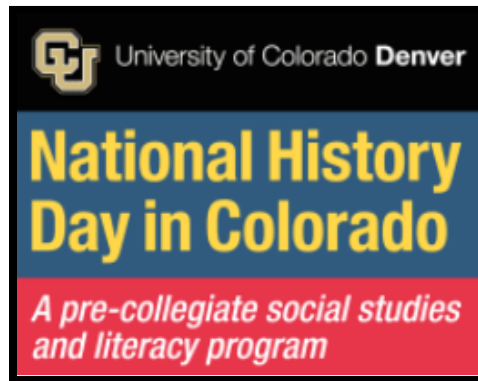




**Colorado's Shared History:  
Understanding the Historical Significance of  
Colorado's Chicano Movement**

**WHO ARE WE & WHERE ARE WE FROM?**

**A NATIONAL HISTORY DAY COLORADO CURRICULUM**



**Exploring the stories of Latine Americans who lived in  
Colorado through project-based and experiential learning**

**Includes tailored, adaptable lessons for grades  
6 through 12**

**Understand-Respect-Preserve**

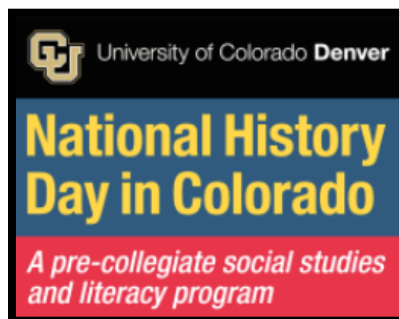
**Preserving Places in Colorado's Diverse History**



**NATIONAL  
ENDOWMENT  
FOR THE  
HUMANITIES**

With the passage of *House Bill 19-1192* in the Colorado state legislature in 2019, the history, culture, and social contributions of underrepresented populations became a prioritized area of study in all Colorado schools. National History Day in Colorado is a social studies and literacy program that equips students in elementary, middle, and high school with the skills necessary to succeed in college and the real world. Students participate in project-based learning curricula that emphasize critical reading and thinking, research, analysis, and the drawing of meaningful conclusions.

National History Day in Colorado acknowledges the need to preserve the significant contributions of marginalized groups, creating a place-based curriculum series. In an effort to highlight the histories of Latine Americans living in Colorado, National History Day in Colorado seeks to preserve the physical landmarks that tell our history. How did such large populations of Latine Americans find their way to the western United States and what did they experience once there? Auraria campus, now the site of three colleges and universities in Denver, Colorado, holds the stories of thousands of Latine Americans who grew up in downtown Denver. There are not many physical artifacts remaining on the Auraria campus, making it all the more important to provide the intellectual resources to inspire inquiry and reflection.



## CONTACT US

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Any views, findings, conclusions, or recommendations expressed in this curriculum do not necessarily represent those of the National Endowment for the Humanities.



## ***Forward***

***Dr. Nicki Gonzales***

***Professor of History and Vice Provost for Diversity and Inclusion, Regis University***

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Learning about Colorado's Chicano Movement—or *El Movimiento*—is essential for students to gain a fuller understanding of Colorado's history and its diverse peoples, as well as a more complete picture of our national Civil Rights history and how our state has contributed to that history. Indeed, Colorado was an epicenter of the Chicano Movement. Further, the legacy of Chicano activism can be seen in the political and cultural fabric of Colorado today. Exploring how history is with us today helps students understand themselves and the society they live in. As James Baldwin wrote in "The White Man's Guilt" in 1965, "we carry [our histories] within us...history is literally present in all that we do...[I]t is to history that we owe our frames of reference, our identities, and our aspirations."

Before tackling the history of the Chicano Movement, it is helpful to explain to students that Latino/a/e identity is expressed through many different terms. In our lesson, we will use "Latine," a gender-inclusive term that acknowledges the multicultural and multi-national diversity of Latino communities in Colorado. Latine references all people whose stories are rooted in Spanish-speaking countries or who are descendants of Spanish-speaking mestizo ancestors in Southern Colorado and Northern New Mexico before those lands became part of the United States in 1848. "Chicano," once a derogatory term, emerged as a political and ethnic identity term in the 1960s and later. Many Mexican Americans claimed the Chicano label to acknowledge the complexity of their history and to assert pride in their Indigenous roots, even claiming the American Southwest as a historic homeland.

The Chicano Movement—which consisted of many different cultural, social, legal and political movements—provides us a window into the experiences of the fastest growing and one of the most diverse demographic groups in Colorado and the United States. This activism, in various forms, among Colorado's Latine peoples always existed, as communities had a long history of resisting their second-class status in an Anglo-American society built on structural racism and marginalization. Yet, by the 1960s, a confluence of factors gave rise to a more intense fervor in this resistance, as Chicano activists took on that racist American power structure in education, voting and political representation, farm workers' rights, the media, economic opportunities, policing, land rights and the Vietnam War draft policies.

Claiming agency and their unique history, Chicano communities demanded change for all Latine peoples, resulting in representation in state and municipal government, in education, and a winning back of historic land rights, as well as many other victories. When students examine this history, they build an understanding of community resilience and power to make meaningful change. They also acquire a more accurate picture of the diversity of the Latine communities.

## Education Program

The **National History Day in Colorado** *WHO ARE WE and WHERE ARE WE FROM?* curriculum is designed for students in grades six through twelfth grade. The curriculum includes lessons, suggested readings, and project-based learning assignments specifically tailored to each grade level and aligned with Colorado Academic Standards in social studies and literacy. The curriculum motivates students to examine the history of Latine Americans in Colorado through the stories of the people who lived there.

Following completion of a grade-level specific lesson, students then complete the **HIGH SCHOOL CAPSTONE PROJECT**. This sub-lesson asks students to analyze one of the Latine American murals in the context of American history and create a National History Day project. The National History Day project will focus on an annual theme and three elements: UNDERSTANDING, RESPECTING, and PRESERVING the place-based histories of Latine Americans.

The **National History Day** *WHO ARE WE and WHERE ARE WE FROM?* curriculum is designed to be flexible and adaptable for all teachers' schedules. Lessons can be adjusted to be one-day exercises that introduce students to the grade-level specific topics, much longer projects that require in-depth research, and anything in between. No matter which you choose, the ultimate goal of National History Day in Colorado is to educate students on the contributions of Latine Americans in American history in a meaningful way, in an effort to UNDERSTAND, RESPECT, and PRESERVE our shared history.



*Brown Flowers, The Mestizo People located in the Westside Community Health Center.  
Painted by Carlota Espinoza, 1988.*

## Middle School (6th-8th Grade)

WHO ARE WE?

Latine Americans

WHERE ARE WE FROM?

Colorado

WHAT DOES IT MEAN TO BE A LATINE AMERICAN?

Students will explore what it means to be a Latine American living in the United States before and after the Chicano Movement of the 1960s and 1970s. Students will identify one notable activist with Latine American roots that participated in the Chicano Movement in Colorado, researching their journey from oppressed to activism.

SUGGESTIONS FOR READING

- *Call Me Maria*, by Judith Ortiz Cofer
- *CrashBoomLove*, by Juan Filipe Herrera
- *Hurricane Dancers*, by Margarita Engle
- *Clap When You Land*, by Elizabeth Acevedo
- *Desperado: A Mile High Noir*, by Manuel Ramos

FURTHER QUESTIONING

1. How much weight does cultural identity hold in society?
2. What does it mean to be free?
3. How does race impact the way people treat each other?
4. Who gets to decide who society labels as an activist or advocate?
5. Should individuals be embarrassed, scared, and ashamed of their cultural roots?

PROJECT-BASED LEARNING ACTIVITY

Students will create a National History Day (NHD) project based on the annual theme. The NHD project will include the works of Latine Americans from Colorado, focusing on the history of advocacy and activism. Teachers will walk their students through how to find primary and secondary sources, writing a process paper, finding historical photos, and creating either a documentary, exhibit, website, or performance that depict their journey. Students will be able to enter their project in a regional contest held annually in Colorado.

**Prominent Latine Americans in Colorado during the Chicano Movement:**

Shirley Romero-Otero	Ray Otero	Juan Espinosa	Francisco Martinez
Deborah Espinosa	Corky Gonzales	Apolinar Rael	Emanuel Martinez
Carlota Espinoza	Lupe Briseño	Polly Baca	Juanita Dominguez

## COLORADO ACADEMIC STANDARDS ALIGNMENT

6th Grade		
Social Studies		
History	<ol style="list-style-type: none"> <li>1. Analyze primary and secondary sources while formulating historical questions.</li> <li>2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.</li> </ol>	<p>*Students evaluate historical sources for purpose, audience, point of view, context, reliability, and authenticity.</p> <p>*Students use primary and secondary sources to develop and evaluate hypotheses and interpretations of historical events and figures that are supported by evidence.</p>
Economics	<ol style="list-style-type: none"> <li>1. Describe the role of competition in the determination of prices and wages in a market economy.</li> </ol>	<p>*Students demonstrate an understanding of cause and effect related to personal financial decisions.</p>
Civics	<ol style="list-style-type: none"> <li>1. Describe how groups and individuals influence governments within the Western Hemisphere.</li> </ol>	<p>*Students analyze how the actions of individuals and groups can have a local, national, and international impact, specific to the influence of Latine Americans in pre-WWII America.</p>
Reading, Writing & Communication		
Oral Expression and Listening	<ol style="list-style-type: none"> <li>1. Successful group discussions require planning and participation by all.</li> </ol>	<p>*Discussion amongst students about cultural identity and race.</p>
Reading for All Purposes	<ol style="list-style-type: none"> <li>1. Understanding the meaning within different types of literature depends on properly analyzing literary components.</li> <li>2. Organizing structure to understand and analyze factual information</li> <li>3. Word meanings are determined by how they are designed and how they are used in context.</li> </ol>	<p>*Students demonstrate comprehension by deconstructing the meaning of unfamiliar words through context clues.</p> <p>*Students explain the differences between culture and race. How does a person's culture impact their decision-making process?</p>
Writing and Composition	<ol style="list-style-type: none"> <li>1. Writing literary genres for intended audiences and purposes requires ideas, organization, and voice.</li> <li>2. Writing informational and persuasive genres for intended audiences and purposes require ideas, organization, and voice development.</li> <li>3. Specific editing for grammar, usage, mechanics, and clarity gives writing its precision and legitimacy.</li> </ol>	<p>*Students demonstrate professional, informational writing via presentation of their research.</p> <p>*Students use correct grammar and punctuation through both observations of texts and practice in their own work.</p>
Research and	<ol style="list-style-type: none"> <li>1. Individual and group research projects require</li> </ol>	<p>*Students perform primary source</p>

Reasoning	<p>obtaining information on a topic from a variety of sources and organizing it for presentation.</p> <p>2. Assumptions can be concealed, and require identification and evaluation.</p> <p>3. Monitoring the thinking of self and others is a disciplined way to maintain awareness.</p>	<p>research by looking at documents written by Latine Americans, discussing them with classmates.</p> <p>Students research and analyze information across sources to construct unbiased questions and hypotheses.</p>
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7th Grade		
Social Studies		
History	1. Examine primary and secondary sources to identify points of view while formulating historical claims and questions.	*Students construct history through the gathering and analysis of historical sources.
Economics	1. Define resources from an economic and personal finance perspective.	*Students understand that competition and wages are not just American concepts. Different career paths come with different financial status.
Civics	1. Identify public problems and research ways in which governments address those problems.	*Students understand the connections and complexities amongst members of society while relating their research to the role of Latine Americans and their influence in the United States.
Reading, Writing & Communication		
Oral Expression and Listening	<p>1. Formal presentations require preparation and effective delivery</p> <p>2. Small and large group discussions rely on active listening and the effective contributions of all participants.</p>	<p>*Students plan and distribute responsibilities amongst each other in a group.</p> <p>*Discussion amongst students about interconnectedness requires both active listening and thought-out responses.</p>
Reading for All Purposes	<p>1. Literary elements, characteristics, and ideas are interrelated and guide the comprehension of literary and fictional texts</p> <p>2. Informational and persuasive texts are summarized and evaluated.</p> <p>3. Purpose, tone, and meaning in word choices influence literary, persuasive, and informational texts reading.</p>	<p>*Students demonstrate comprehension by deconstructing the meaning of unfamiliar words through context clues.</p> <p>*Students examine the structure of professional organizations that athletes and artists organize around.</p>
Writing and Composition	<p>1. Composing literary and narrative texts that incorporate a range of stylistic devices demonstrates knowledge of genre features.</p> <p>2. Organization is used when composing informational and persuasive texts.</p>	<p>*Students demonstrate professional, information writing via presentations of their research.</p> <p>*Students use correct grammar and punctuation through both observations of</p>



	3.Editing writing for proper grammar, usage, mechanics, and clarity improves written work.	texts in their own work.
Research and Reasoning	1. Answering a research question logically begins with obtaining and analyzing information from a variety of sources 2. Logical information requires documented sources 3. Reasoned material is evaluated for its quality using both its logic and its use of a medium.	*Students perform research by looking at documents written by lawyers, activists, journalists and others, discussing them with classmates. *Students research, analyze, and document information across sources to construct unbiased questions and hypotheses.

8th Grade		
Social Studies		
History	1. Construct a written argument supported by evidence demonstrating the use or understanding of primary and secondary sources. 2. Analyze ideas that are critical to the understanding of American history.	*Students interpret history through the use of primary and secondary sources to cite specific evidence to support analysis. *Students use the content and content from the past to make connections to the present.
Economics	1. Analyze the changes in the development of human capital over time.	*Students understand the value of a living wage, addressing the economic impact to Latine Americans during the Chicano Movement.
Civics	1. Examine ways members of society may effectively voice opinions, monitor government, and bring about change nationally.	*Students explain specific roles played by citizens.
Reading, Writing & Communication		
Oral Expression and Listening	1. Communication skills and interviewing are required to gather information and to develop and deliver oral presentations. 2. A variety of response strategies clarifies meaning or messages.	*Discussion amongst students about change and continuity requires both active listening and thought-out answers. *Students exploit different communication strategies to complete research.
Reading for All Purposes	1. Quality comprehension and interpretation of informational, literary, and persuasive texts demand self-monitoring and self-assessment. 2. Context, grammar, and word choice influence the understanding of literary, persuasive, and informational texts.	*Students use their comprehension skills and context clues to understand complex materials and synthesize across materials. *Students research primary and secondary source documents and draw

		supported, unbiased conclusions across them.
Writing and Composition	<ol style="list-style-type: none"> <li>1. Stylistic devices and descriptive details in literary and narrative texts are organized for a variety of audiences and purposes and evaluated for quality.</li> <li>2. Ideas and supporting details in informational and persuasive texts are organized for a variety of audiences and purposes and evaluated for quality.</li> <li>3. Editing writing for grammar, usage, mechanics, and clarity is an essential trait of a well-written document.</li> </ol>	<p>*Students organize and present their research in a meaningful way.</p> <p>*Students use correct spelling, punctuation, and grammar.</p> <p>*Students compose a persuasive essay that details the argument for and against the Chicano Movement.</p>
Research and Reasoning	<ol style="list-style-type: none"> <li>1. Individual research projects begin with information obtained from a variety of sources, and is organized, documented, and presented using logical procedures.</li> <li>2. Common fallacies and errors occur in reasoning.</li> <li>3. Quality reasoning relies on supporting evidence in media</li> </ol>	<p>*Students draw conclusions and analyses across a variety of materials.</p> <p>*Students understand that not all sources are reliable and corroborate questionable information.</p>



*West High School Walkout Sponsored by Denver's Crusade for Justice (Corky Gonzales), 1969.*

## High School (9th-12th grades)

### WHO ARE WE?

Advocates & Public Historians

### WHERE ARE WE FROM?

Colorado

### WHAT DOES IT MEAN TO BE AN ADVOCATE AND PUBLIC HISTORIAN?

Students will explore what it means to be an advocate as it relates to the preservation of our shared history. Students will investigate what public historians do to protect and preserve our past, focusing on a commitment to make history relevant outside of a brick and mortar classroom and to broad audiences.. Finally, students will identify current advocacy and preservation efforts taking place in various places and by various organizations in the state.

### SUGGESTIONS FOR READING

- *Place, Race, and Story: Essays on the Past and Future of Historic Preservation*, by Ned Kaufman
- *Historic Preservation in Colorado: The Annual Preservation Program*, by the State Historical Society of Colorado
- *¡Ay, Mija! (A Graphic Novel): My Bilingual Summer in Mexico (¡Ay, Mija!)*, by Christine Suggs
- *In the Time of the Butterflies*, by Julia Alvarez
- *I Am Not Your Perfect Mexican Daughter*, by Erika L. Sanchez
- *Nuestras Historias: Mexican American/Chicano/Latino Histories in Denver: An Historic Context*, by the Office of Community Planning and Development, City of Denver

### FURTHER QUESTIONING

- Why is it important to preserve history?
- Why should we pay respect to and understand the wrongs of the past?
- What is the importance of advocating for an individual's past experience?
- How should we preserve historic artifacts, including historic places?

### PROJECT-BASED LEARNING ACTIVITY

Students will create a National History Day (NHD) project based on the annual theme. The NHD project will encompass the preservation achievements of a Colorado advocacy group or public historian and their efforts to save Chicano history in Denver. Teachers will walk their students through how to find primary and secondary sources, writing a process paper, finding historical photos, and creating either a documentary, exhibit, website, or performance that depicts the contributions of a Colorado professional. Students will be able to enter their project in a regional contest held annually in Colorado.

**Examples of efforts to preserve Latine American history in Colorado:**

- Citywide project: *Nuestras Historias: Mexican American/Chicano/Latino Histories in Denver: An Historic Context*, Office of Community Planning and Development, City of Denver
- Chicano/a/x Murals of Colorado Project (CMCP)
- Chicano Veterans Project, Regis University
- Mexican American History Project, Greeley
- Chicano and Latino History Project, University of Colorado, Boulder
- El Movimiento, History Colorado Center



*Pictured are land rights leaders Apolinar Rael (3rd from right), co-founder of the Land Rights Council of the San Luis and lead plaintiff in the earlier court cases, and Juan LaCombe (3rd from left).*

The gathering at the ranch was part of the decades-long battle between the land grant holders, who claimed rights to access and use the land at Taylor Ranch for water, hunting, grazing, and firewood. Digital copy of a film negative taken by photographer Juan Espinosa. History Colorado, Object ID 2016.87.79.

# COLORADO ACADEMIC STANDARDS ALIGNMENT

High School		
Social Studies		
History	<ol style="list-style-type: none"> <li>1. Gather and analyze information from a range of qualitative and quantitative sources.</li> <li>2. Construct and defend a historical argument that evaluates interpretations by analyzing, critiquing and synthesizing evidence from a full range of relevant historical sources.</li> <li>3. Examine and evaluate issues of unity and diversity throughout world history.</li> </ol>	<p>*Students evaluate historical sources for audience, purpose, point of view, context, and authenticity.</p> <p>*Students understand that the ability to negotiate the complex relationships among change, diversity and unity throughout world history is an essential attribute for professional success in a more interconnected world.</p> <p>*Students use primary and secondary sources to evaluate and develop hypotheses and diverse interpretations of historical events and figures and patterns and trends.</p>
Geography	<ol style="list-style-type: none"> <li>1. Research and interpret multiple viewpoints on issues that shape policies and programs for resource use and sustainability.</li> </ol>	<p>*Students will understand how advocates and public historians can use their resources to impact issues in their community.</p>
Civics	<ol style="list-style-type: none"> <li>1. Explain the roles and influence of individuals, groups, and the press as checks on government practices.</li> <li>2. Assess how members of a civil society can impact public policy on local, state, tribal, national, or international issues.</li> </ol>	<p>*Students analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.</p>
Economics	<ol style="list-style-type: none"> <li>1. Analyze how positive and negative incentives influence the choices made by individuals, households, businesses, government and nonprofits.</li> </ol>	<p>*Students apply the economic way of thinking. We assume that people make particular choices because they are responding to the underlying incentives.</p>
Reading, Writing & Communication		
Oral Expression and Listening	<p><b><i>Ninth Grade</i></b></p> <ol style="list-style-type: none"> <li>1. Oral presentations require effective preparation strategies.</li> </ol>	<p>*Students organize and present information regarding the role of advocates and public historians in</p>



	<p>2. Listening critically to comprehend a speaker's message requires mental and physical strategies to direct and maintain attention.</p> <p><b>Tenth Grade</b></p> <p>1. Content that is gathered carefully and organized well successfully influences an audience</p> <p>2. Effectively operating in small and large groups to accomplish a goal requires active listening.</p> <p><b>Eleventh Grade</b></p> <p>1. Verbal and nonverbal cues impact the intent of communication.</p> <p>2. Validity of a message is determined by its accuracy and relevance.</p> <p><b>Twelfth Grade</b></p> <p>1. Effective speaking in formal and informal settings requires appropriate use of methods and audience awareness</p> <p>2. Effective collaborative groups accomplish goals</p>	<p>a meaningful way with both verbal and nonverbal cues.</p> <p>*Students collaborate with classmates on ideas through both verbal communication and active listening.</p> <p>*Students create small groups that present the resumes of public historians, listing their educational, accomplishments, and future goals.</p> <p>*Students collectively discuss what qualifications exist to be labeled as a public historian.</p>
Reading for All Purposes	<p><b>Ninth Grade</b></p> <p>1. Increasingly complex literary elements in traditional and contemporary works of literature require scrutiny and comparison.</p> <p>2. Increasingly complex informational texts require mature interpretation and study.</p> <p><b>Tenth Grade</b></p> <p>1. Literary and historical influences determine the meaning of traditional and contemporary literary texts</p> <p>2. The development of new ideas and concepts within informational and persuasive manuscripts.</p> <p>3. Context, parts of speech, grammar, and word choice influence the understanding of literary, persuasive, and informational texts.</p> <p><b>Eleventh Grade</b></p> <p>1. Complex literary texts require critical reading approaches to effectively interpret and evaluate meaning.</p> <p>2. Ideas synthesized from informational texts serve a specific purpose</p> <p>3. Knowledge of language, including syntax and grammar, influence the understanding of literary, persuasive, and informational texts.</p> <p><b>Twelfth Grade</b></p> <p>1. Literary criticism of complex text requires the use of analysis, interpretative, and evaluative strategies.</p> <p>2. Interpreting and evaluating complex</p>	<p>*Students read both primary and secondary source documents in order to draw conclusions about the role of public historians in American society.</p> <p>*Students use age-appropriate grammar, vocabulary, and punctuation to articulate their arguments.</p> <p>*Students research and develop arguments and counter claims related to the role of advocates and public historians and the jobs that they do in American society.</p> <p>*Students form an understanding of why preserving history is important to our nation's future.</p>

	informational texts require the understanding of rhetoric, critical reading, and analysis skills.	
Writing and Composition	<p><b><i>Ninth Grade</i></b></p> <ol style="list-style-type: none"> <li>1. Literary and narrative texts develop a controlling idea or theme with descriptive and expressive language.</li> <li>2. Informational and persuasive texts develop a topic and establish a controlling idea or thesis with relevant support.</li> <li>3. Writing for grammar, usage, mechanics, and clarity requires ongoing refinements and revisions.</li> </ol> <p><b><i>Tenth Grade</i></b></p> <ol style="list-style-type: none"> <li>1. Literary or narrative genres feature a variety of stylistic devices to engage or entertain an audience.</li> <li>2. Organizational writing patterns inform or persuade an audience.</li> <li>3. Grammar, language usage, mechanics, and clarity are the basis of ongoing refinements and revisions within the writing process.</li> </ol> <p><b><i>Eleventh Grade</i></b></p> <ol style="list-style-type: none"> <li>1. Stylistic and thematic elements of literary or narrative texts can be refined to engage or entertain an audience</li> <li>2. Elements of informational and persuasive texts can be refined to inform or influence an audience.</li> <li>3. Writing demands ongoing revisions and refinements for grammar, usage, mechanics, and clarity.</li> </ol> <p><b><i>Twelfth Grade</i></b></p> <ol style="list-style-type: none"> <li>1. Style, detail, expressive language, and genre create a well-crafted statement directed at an intended audience and purposes.</li> <li>2. Ideas, evidence, structure, and style create persuasive, academic, and technical texts for particular audiences and specific purposes.</li> <li>3. Standard English conventions effectively communicate to targeted audiences and purposes.</li> </ol>	<p>*Students research and synthesize ideas across a number of primary and secondary resources in order to develop a well-supported argument.</p> <p>*Students use their research to construct an organized, well-thought out argumentative essay.</p> <p>*Students use examples of public historians to prove their written thesis in an argumentative essay.</p>
Research and Reasoning	<p><b><i>Ninth Grade</i></b></p> <ol style="list-style-type: none"> <li>1. Informational materials, including electronic sources, need to be collected, evaluated, and analyzed for accuracy, relevance, and effectiveness for answering research questions.</li> <li>2. Effective problem-solving strategies require high-quality reasoning.</li> </ol>	<p>*Students conduct independent research regarding the professional responsibilities of public historians by analyzing and synthesizing across multiple primary and secondary sources.</p>

	<p><b><i>Tenth Grade</i></b></p> <ol style="list-style-type: none"> <li>1. Collect, analyze, and evaluate information obtained from multiple sources to answer a question, propose solutions, or share findings and conclusions.</li> <li>2. An author's reasoning is the essence of legitimate writing and requires evaluating text for validity and accuracy</li> </ol> <p><b><i>Eleventh Grade</i></b></p> <ol style="list-style-type: none"> <li>1. Self-designed research provides insightful information, conclusions, and possible solutions.</li> <li>2. Complex situations require critical thinking across multiple disciplines.</li> <li>3. Evaluating quality reasoning includes the value of intellectual character such as humility, empathy, and confidence.</li> </ol> <p><b><i>Twelfth Grade</i></b></p> <ol style="list-style-type: none"> <li>1. Independent research designs articulate and defend information, conclusions, and solutions that address specific contexts and purposes.</li> <li>2. Logical arguments distinguish facts from opinions, and evidence defines reasoned judgment.</li> </ol>	<p>*Students use primary and secondary sources of multiple mediums such as pictures, charts, graphs, newspaper clippings, and political cartoons.</p> <p>*Students distinguish facts from opinions about social movements and civil rights in history, while using source-materials and evidence to support their own opinions.</p> <p>*Students reflect, refine, and articulate their knowledge and beliefs on what it means to be an advocate and activist.</p>
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*The United Farmers Flag created by Manuel Chavez, 1962.*

## High School Extension Capstone Project

In 2020, the Colorado Department of Education mandated that all graduating seniors earn the newly required Graduation Capstone. Fulfilling this component requires students in 9th through 12th grade to perform extensive research on a specific topic, interview specialists in the field, and create a project outside the confines of a traditional classroom assignment that is presented to a wider audience. To fulfill this requirement, high school students in grades 9th-12th can choose **ONE** of the following Latine American murals to research and present in a paper format:

1. "Unidos" - Spike
2. Untitled - Carlos Frésquez and students
3. "Staff of Life" - Emanuel Martinez
4. "Museo De Las Américas 2" - Emanuel Martinez
5. "History of the West Side Community" - Marc Anthony Martinez
6. "The Children of the World Dream of Peace" - Leo Tanguma
7. "La Memoria De Nuestra Tierra"- Judy Baca
8. "El Vaquero" - Carlos Fresquez
9. "Primavera" - Jerry Jaramillo
10. "Aztec Sundial" by Jesse Mendoza, James Romero, & Andy Mendoza
11. "Sagrada Familia" by Carlos Sandoval
12. "The Appearance of Our Lady of Guadalupe" by Jerry Jaramillo



### ***Capstone Project:***

1. Creation of a Capstone Project that encompasses the following requirements:
  - a. Annotated Bibliography
  - b. Primary and secondary sources
  - c. Process Paper that discusses the project timeline from creation to completion
  - d. An interview or multiple interviews of professionals in the field, to also include historians, judges, persons holding a PhD, or an eye witness of an event.
  - e. A project panel of judges that assesses the student and their project based on a formal rubric.
  - f. A passing grade of a “C” or higher in the literacy capstone course.

***Student and Teacher Resources***  
***Provided by: Dr. Kelly Cvanciger & Dr. Nicki Gonzales***

***Websites:***

Latin Life Denver

<https://www.latinlifedenver.com/networking/talented-latino-and-chicano-authors-in-colorado-for-m-calma/>

Chicano/A/X Community Murals of Colorado

<https://www.chicanomuralsofcolorado.com/>

Rocky Mountain PBS Mural Story

<https://www.rmpbs.org/blogs/news/chicano-murals-colorado-11-most-endangered-historic-places/>

Chicanas: Nurturers and Warriors, I AM DENVER Documentary,

<https://www.youtube.com/watch?v=S84mgyxPW0>

Servicios de la Raza

<https://serviciosdelaraza.org/our-history/>

Colorado Chicano Movement History Portal

<https://chicano.cvlites.org/>

Latino History Project

[https://latinohistoryproject.org/primary\\_source\\_set/crusade-for-justice/](https://latinohistoryproject.org/primary_source_set/crusade-for-justice/)

Colorado State University-Pueblo Oral Histories Project and Archives

<https://www.csupueblo.edu/archives-and-special-collections/colorado-chicano-movement.html#:~:text=Overshadowed%20by%20events%20in%20Texas,hiring%20policies%3B%20also%20Colorado%20University's>

Printing the Revolution: Chicano Movement

<https://americanart.si.edu/exhibitions/chicano-graphics>

Dolores Huerta's History

<https://history.howstuffworks.com/historical-figures/dolores-huerta.htm>



Nuestras Historias: Mexican American/Chicano/Latino Histories in Denver: An Historic Context  
[https://www.denvergov.org/files/assets/public/v/2/community-planning-and-development/documents/landmark-preservation/historic-context/nuestrashistoriascontext\\_en.pdf](https://www.denvergov.org/files/assets/public/v/2/community-planning-and-development/documents/landmark-preservation/historic-context/nuestrashistoriascontext_en.pdf)

“La Cucaracha” newspaper collection archived at Colorado Historic Newspapers  
<https://www.coloradohistoricnewspapers.org/>

“‘The history of Denver’s northside’: Why La Raza Park will be the city’s next historic cultural district,” *The Denver Post*  
<https://www.denverpost.com/2023/06/26/la-raza-park-denver-next-historic-cultural-district-reco gnizing-chicano-movement-contributions/>

Pueblo City-County Library District-Hispanic Resource Center  
<https://www.pueblolibrary.org/hispanicresourcecenter>

Pueblo Community College-El Movimiento Exhibit and Tours  
<https://www.pueblolibrary.org/hispanicresourcecenter>

Records of the Land Rights Council of San Luis, Colorado  
<https://archives.colostate.edu/repositories/2/resources/59>

David R. Martinez: Oral history of activism, La Cucaracha, and alternative newspapers in Boulder and Pueblo, Colorado  
<https://archives.mountainscholar.org/digital/collection/p17393coll10/id/2/rec/9>

Group Interview: Deborah Espinosa, Juan Espinosa, David R. Martinez, Rita J. Martinez, Pablo Mora, Jose Esteban Ortega, Freddie Freak Trujillo. Oral history of La Cucaracha  
<https://archives.mountainscholar.org/digital/collection/p17393coll10/id/44/rec/19>

Pablo Gonzales: oral history memoir of Chicano Studies and Project Adelante  
<https://archives.mountainscholar.org/digital/collection/p17393coll10/id/97/rec/2>

Rita J. Martinez: Oral history memoir of La Cucaracha and activism  
<https://archives.mountainscholar.org/digital/collection/p17393coll10/id/85/rec/34>

***Printed Material:***

*I am Joaquin, Yo Soy Joaquin*, Rodolfo “Corky” Gonzales

*The Crusade for Justice: Chicano Militancy and the Government’s War on Dissent*, Ernesto B. Vigil

Tom Romero, “Wearing the Red, White, and Blue Trunks of Aztlán: Rodolfo ‘Corky’ Gonzales and the Convergence of American and Chicano Nationalism” 29 *AZTLÁN: A JOURNAL OF CHICANO STUDIES* 83 (Spring 2004).

Tom Romero and Nicki Gonzales, “Latinos in Colorado” chapter in *Latino America: State by State* (Greenwood Press).

Nicki Gonzales, “‘Yo soy loco por esa Sierra’: The History of Land Rights Activism in San Luis, Colorado, 1863-2002, PhD. Dissertation.”



*El Movimiento Exhibit, History Colorado Center*

## *Lesson Plan Resource Packet*



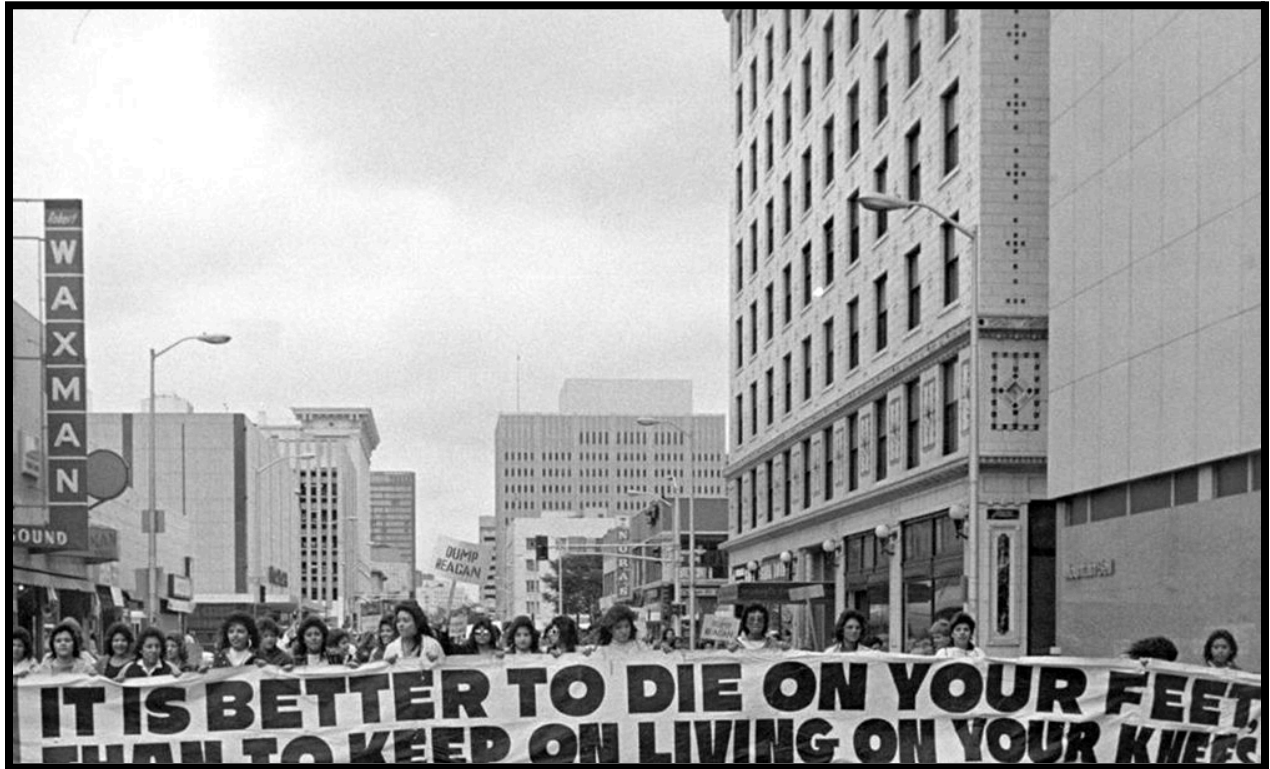
*Children waving flags as part of the National Hispanic Heritage Week parade, Denver, 1978.*

### **Guided Primary Source Activity**

Using the photographs on pages 18-23 of this resource packet, students will be able to complete the following graphic organizer.

<b>Photo</b>	<b>What do you see in the photo? Make a list!</b>	<b>What did you learn from the caption and summary?</b>	<b>How does this help you understand the Chicano Movement?</b>
Photo #1			
Photo #2			
Photo #3			
Photo #4			
Photo #5			
Photo #6			

*Photo #1*



*Denver's Chicano Movement led by protestors carrying a banner.*

As the Chicano Movement blossomed, activists sought to ensure their rights in Denver neighborhoods that were largely Latine. In an effort to save La Raza Park, activists engaged police to ensure their neighborhood remained culturally significant during the Chicano Rights Movement.

***Source:***

Garcia, Shannon. Members of the Crusade for Justice (La Crusada Para Justicia) march in protest down 15th Street in Denver, Colorado. Between 1966 and 1970. Denver Public Library/Western History Collection/AUR-2152.

*Photo #2*



*Members of the Crusade for Justice picket post office, 1969.*

Spanish American men and women protest by a marble ram sculpture at the United States Post Office in Denver, Colorado. Picket signs read: "Mexican-Amer. Suffers Under Double Standards," "The Post Office Practices Discrimination Against Mexicans," and "Viva La Causa." A bus is on Stout Street.

**Source:**

Denver Public Library Special Collections. Members of the Crusade for Justice Picket the Post Office, 1969.

<https://digital.denverlibrary.org/digital/collection/p15330coll22/id/21894>



Photo #3

**Chicano Liberation Day Demonstration** f t t

By Ricky A. Kemm  
Transcript Staff

September 16 marked the fifth annual Chicano Liberation Day demonstration in downtown Denver.

Hundreds of Chicanos and Chicano supporters turned out, including guest speakers John Trudell of the American Indian Movement and Rodolfo "Corky" Gonzales, leader of the Crusade for Justice in Denver.

The date, now an annual day of demonstration, was set down in 1969 when the Crusade for Justice Headquarters sponsored a National Youth Conference. More than 3000 Chicanos attended the conference.

organization and ideas were also created, of them, the motion to observe September 16 annually as a day of walk out — from school and work — to demonstrate the importance of better education, economical, and political implementations for Denver's Chicano communities.

**POETIC FORM**

During the conference, El Plan Espiritual De Aztlan, was written in poetic form and adopted. Other resolutions, points of

**NO CULTURAL CARNIVAL**

September 16 is not a day of conservative politics, but a day for Chicano activists who have struggled for the liberation of all oppressed Chicano people.

To quote "Corky" Gonzales, the idea behind September 16 is "not to have a cultural carnival," but a day when all people who participate can gain understanding on a political and educational level from the Chicano Movement perspective.

**HIDALGO'S CRY**

And Denver was not the only demonstration area. There were other demonstrations, parades, and celebrations throughout the southwestern United States and Mexico, where "El Grito de Dolores" is celebrated in honor, of the infamous Catholic priest Don Miguel Hidalgo who issued the cry for independence of Mexico from Spanish rule in 1810. It was Hidalgo's cry that eventually lead to the war that freed Mexico from Spain.

**MECHA**

Metro's El Movimiento Estudiantil Chicano De Aztlan

(MECHA) worked on a float for the Denver demonstration (see photo) in conjunction with the Community College, Auraria Campus MECHA people and the United Mexican American Students (UMAS) from the University of Colorado at Denver. The float depicts a cake with candles. Each candle carries a slogan — oppression, genocide, Tlatelalco 1968, imperialism, capitalism, and others — representing oppressions suffered by Chicanos during the past 200 years. The candles serve to denounce the Bi-Centennial Celebration coming up.

photo by Les Crandell

19 THE AURARIA TRANSCRIPT SEPTEMBER 22, 1975

Newspaper clipping about the Chicano Liberation Day Demonstration, The Auraria Transcript, 1975.

September 16 marked the fifth annual Chicano Liberation Day demonstration in downtown Denver. Hundreds of Chicanos and Chicano supporters turned out, including guest speakers John Trudell of the American Indian Movement and Rodolfo "Corky" Gonzales, leader of the Crusade for Justice in Denver. The date, now an annual day of demonstration, was set down in 1969 when the Crusade for Justice Headquarters sponsored a National Youth Conference. More than 3000 Chicanos attended the conference.

**Source:**

Kemm, Ricky. Chicano Liberation Day Demonstration. The Auraria Transcript - Metro State, Volume 9, Number 4, September 22, 1975.

<https://www.coloradohistoricnewspapers.org/?a=d&d=ART19750922-01.2.53&srpos=10&e=-----en-20--1--img-txIN%7ctxCO%7ctxTA-crusade+for+justice-----0--Denver--->

*Photo #4*



*Mexican American protesters at Denver West High School, 1969.*

Mexican American protesters in Denver, Colorado hold a picket sign that reads: "We Need A Chicano Principal, We Need More Chicano Teachers." The Denver West High School walkouts became a symbol of Denver's Chicano movement, as students protested alongside their community.

**Source:**

Denver Public Library Special Collections. [1967-1972?] Denver minority groups and race relations. <https://digital.denverlibrary.org/digital/collection/p15330coll122/id/64601>

*Photo #5*



*Crusade for Justice rally in Civic Center Park, Denver, 1966.*

Mexican music occupies the attention of Spanish-Americans and others at a political action rally of the "Crusade for Justice" in Civic Center. The rally, headed by Rudolph (Corky) Gonzales, also included voter registration at the Denver Election Commission, a sign-carrying march around City Hall, and a demonstration political caucus at the Denver Labor Center.

***Source:***

Peery, Bill. Photographer. *Crusade for Justice rally in Civic Center Park, Denver.*  
Rocky Mountain News, May 21, 1966.

<https://digital.denverlibrary.org/digital/collection/p15330coll22/id/94639/rec/9>



**Photo #6**



*Chicano Rights Activists Rodolfo Corky Gonzales, right, with Cesar Chavez, left, 1966.*

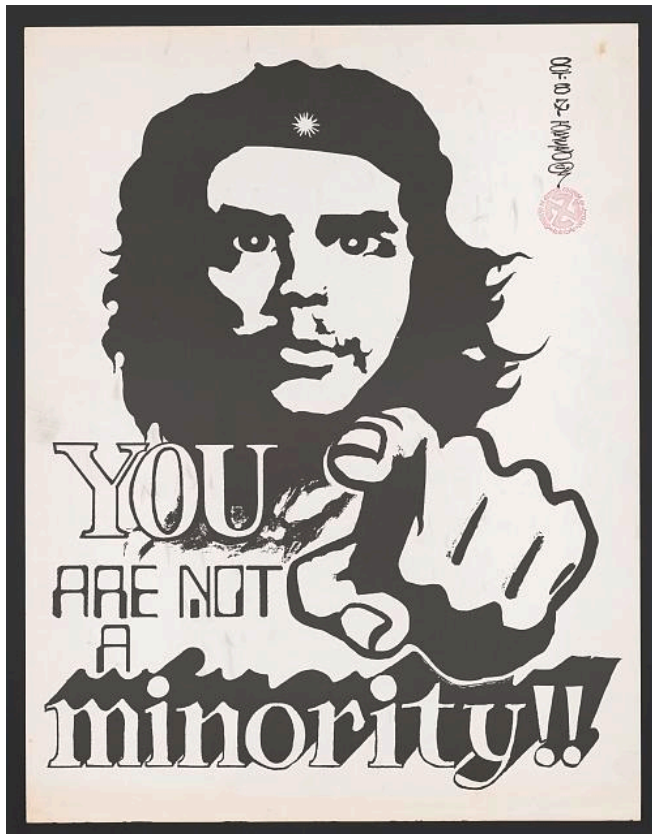
Former boxer, Rodolfo “Corky” Gonzales and Cesar Chavez formed the Crusade for Justice in 1966, advocating for the rights of Latine Americans. Their advocacy work in the Latine community helped fuel the Chicano Movement, which has its roots in Denver, Colorado.

**Source:**

KRMA/Denver Post. Photograph of Rodolfo “Corky” Gonzales and Cesar Chavez. Denver Public Library/Western History Collection/X-RMN-049-9397

**WHY ARE PROPAGANDA POSTERS IMPORTANT TO UNDERSTANDING HISTORY?**

*Poster A:*



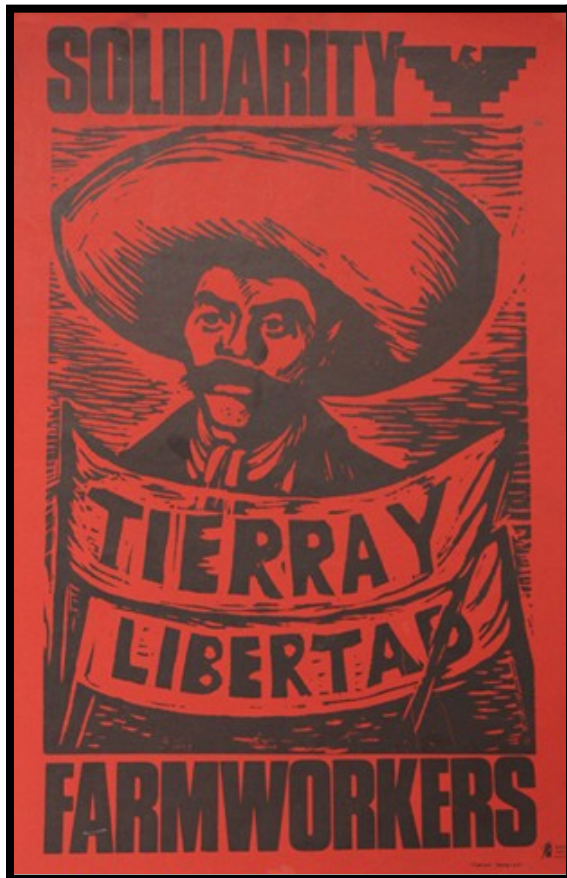
*You are not a minority!! Print by Mario Torero, 1987.*

*Poster B:*



*Poster with "Chicano Power" and "Viva La Raza" over a Mexican flag, 1968.*

*Poster C:*



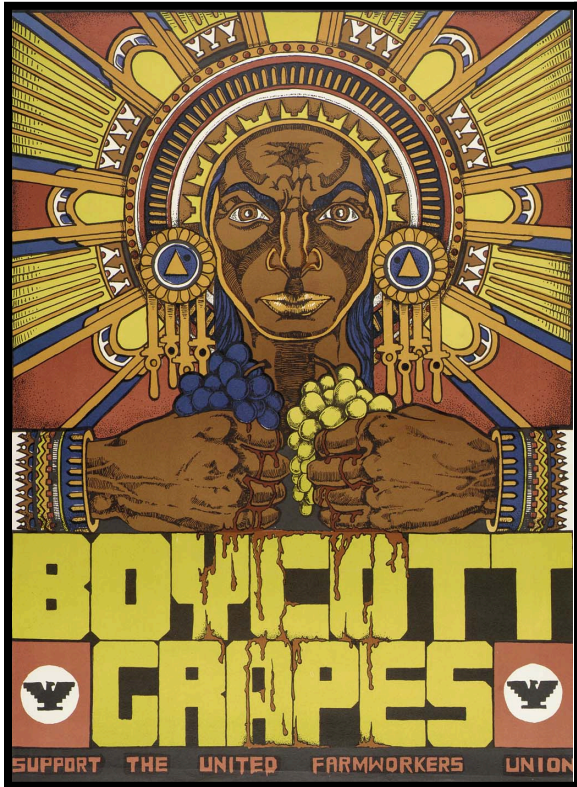
*“Solidarity Farmworkers, Tierra y Libertad”, ca. 1960-1970s.  
Image created by Mexican artist Leopoldo Mendez*

*Poster D:*



*“Si se puede” poster, United Farm Workers, circa 1960s.*

*Poster E:*



*Boycott Grapes, Support the UFW, by Xavier Viramontes, 1973.*

**Guiding questions:**

1. Explain the feelings reflected in each of the posters?
2. How do the posters represent Chicano workers and advocates?
3. What message is conveyed in each of the posters?

**Let's design your own Chicano Movement poster (you can use a separate sheet of paper):**



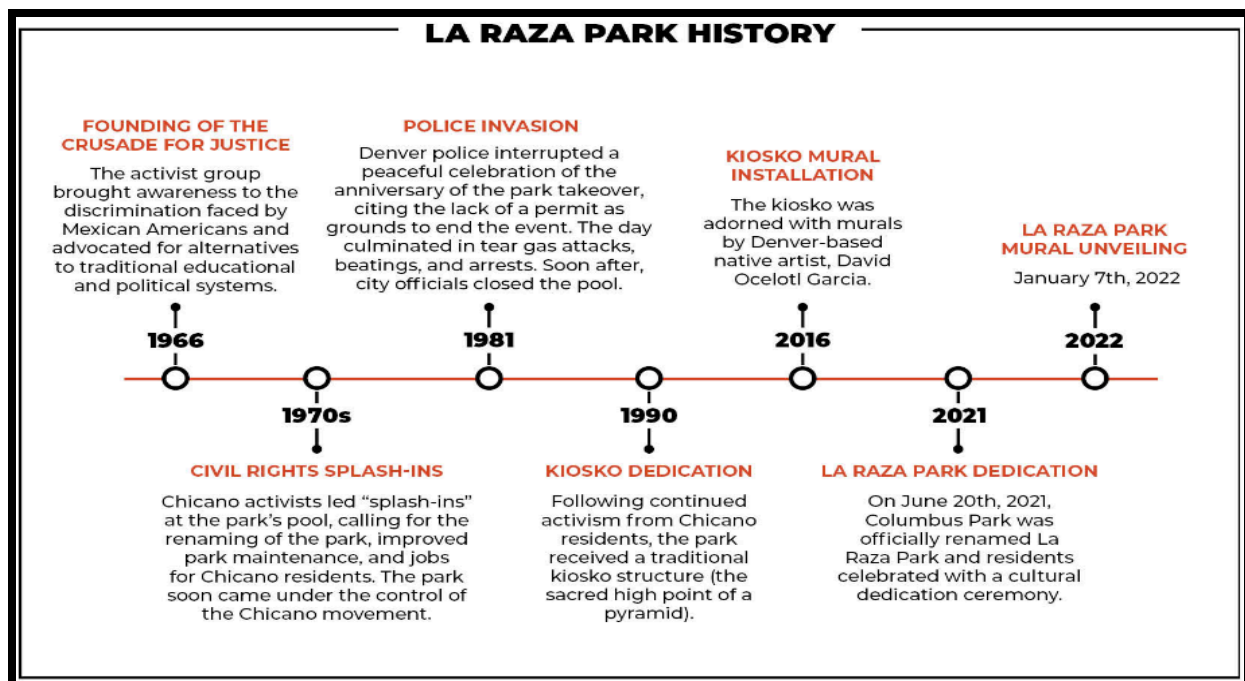


## LA RAZA PARK ACTIVITY

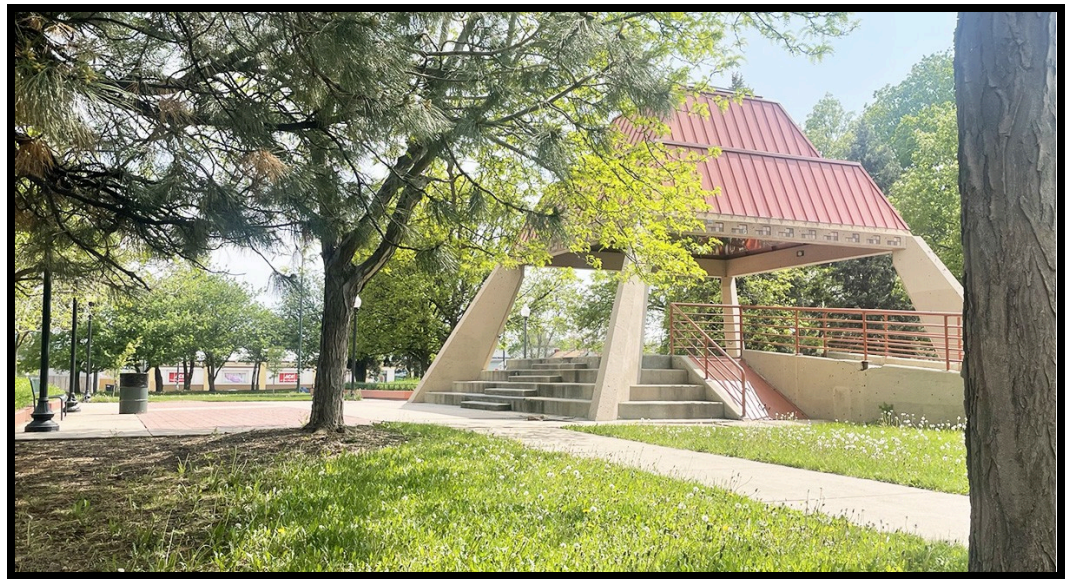
There are places around the Denver metro area that have historically been cultural centers for Latine Americans. La Raza Park is one of those places.

*Read the timeline below and look at the four pictures to address the following questions.*

1. How does La Raza Park reflect the influence of Latine American culture?
2. How do parks help bring people together?
3. List five cultural symbols you see in the photographs of La Raza Park.
4. Why is the persistence of the Chicano activists important to understanding the history of La Raza Park?
5. If you could dedicate a park in the Denver metro area to a group of people, who would you dedicate it to and why? Explain.



"It's going to be La Raza park until I die." Timeline created by E. Meltzer, 2022. Nine Dot Arts.



*La Raza Plaza-rectangular shape pyramid, constructed in 1990, Latino History Project.*



*La Raza Park Mural "El Viaje" by David Ocelotl Garcia, Latino History Project.*





*La Raza Park in Denver, CO, dedicated in 2021, Latino History Project.*



*La Raza Park Mural "El Viaje" by David Ocelotl Garcia, Latino History Project.*

## INTERPRETING A GRAPH-STIMULUS QUESTIONS

### Hispanics made up more than half of total U.S. population growth from 2010 to 2019

U.S. population change by race and ethnicity, 2010-2019

	2019 population	Change, 2010-19	Share of total increase
<b>Hispanic</b>	60,572,000	9,829,000	52%
<b>Asian</b>	18,906,000	4,145,000	22%
<b>Black</b>	41,147,000	3,134,000	17%
<b>White</b>	197,310,000	-79,000	<0%
<b>Total</b>	328,240,000	18,918,000	

Note: White, Black and Asian individuals include those who report being only one race and are not Hispanic. Hispanics are of any race. Population figures rounded to nearest 1,000. Shares of total increase are calculated from unrounded numbers and may not add to 100%. Source: Pew Research Center analysis of U.S. Census Bureau Vintage 2019 estimates for 2010-2019.

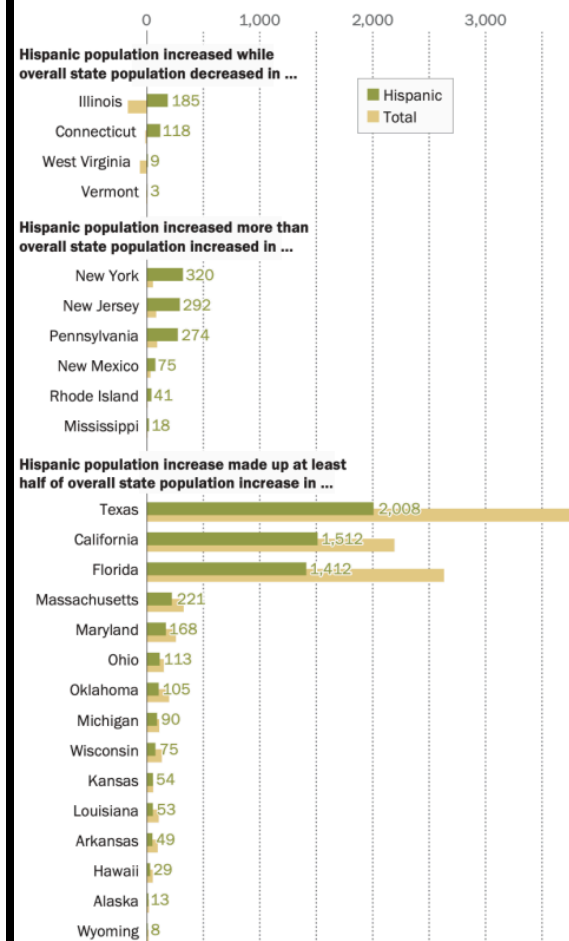
PEW RESEARCH CENTER

Using the two graphs, answer the following questions:

- Identify one reason why the Hispanic population has increased in Texas, California, and Florida.
- Identify a different reason why the Hispanic population has increased in the United States since 2010 that was not addressed in “A”.
- Explain how the reason listed in “B” impacts how the federal government helps immigrants to the United States?
- Explain at least one difference that accounts for the percentile increase in the Hispanic population versus the Asian or Black population.

### Number of Hispanics has grown in four states with declining overall populations, and accounted for more than half of growth in 21 states from 2010 to 2019

Population growth, 2010-2019, in thousands



Note: Population estimates are as of July 1, 2019. Hispanics are of any race. Source: Pew Research Center analysis of U.S. Census Bureau Vintage 2019 estimates for 2010-2019.

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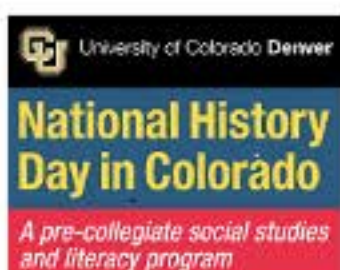






**Colorado Humanities**  
[coloradohumanities.org](http://coloradohumanities.org)

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**National History Day in Colorado**  
University of Colorado Denver  
[nationalhistorydayincolorado.org](http://nationalhistorydayincolorado.org)