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## Chicano taking back the schools answers

Required assignments #2 12/3: Divided into five groups. Each of the five groups looks at the assigned program. Follow the instructions below: On your own, each member of group 1-5 watches one of the four parts of the documentary Chicano! Each group member must see the assigned part of the video before coming to class. Before coming to class on their own, each person must answer the following questions related to the assigned video: These type-writing answers to questions must be entered at the end of the class and are worth a possible 20 points. Part 1 and Part 6 Questions: Exploring the Motherland What is the relationship between this search for the motherland and the beginning of the Chicano movement? How and why did it help galvanize Mexicans and Mexican Americans in the Southwest? What is the most important point of 2-4 made in this part of your video - what is the point that everyone should understand about Chicano's quest for homeland? What is the struggle in the field of struggle in the field in parts 2 and 7? Or how did you contribute to the evolution of the Chicano movement? How and why was the leadership and strategy that Cesar Chavez succeeded in mobilizing farmworker in the Central Valley used? Do you think such a strategy will help the work of the Mexican-American community? What is the most important point of 2-4 made in this part of your video - the point at which everyone needs to understand about the struggles in the field? What was the main reason for the student walkout? Did the walkout succeed in changing Los Angeles schools? Are these same conditions still present in schools? If so, why not, why not? What are the 2-4 most important points made in this part of your video - a point where everyone needs to understand about the move to bring back Los Angeles schools? Part 4 and Group 9 questions: What was the fight for political power highlighted in part of the fighting video for political power? This video continues and the significance of the Chicano movement and its legacy? What are the 2-4 most important points made in this part of your video - what are the points that everyone should understand about the fight for political power? group 5 and 10 questions for zoot suit riots. Who was Zoot Suiter? What was the main cause of the Zoot Suit riots in Los Angeles in 1943? What were the consequences of the Zoot Suit trial and riots? When you come to the class, groups 1 and 6 are exchanged, group 2 meets group 7, groups 3 and 8 meet, groups 4 and 9 meet, and groups 5 and 10 meet. Each large group takes 15 minutes to decide the three most important things you've learned from the videos you've seen. Each person must write these down and understand enough to teach it to a small group of classmates. 4. When these groups are complete, reconfigure the groups. Well, you have to make 8 groups of 5 people each. Each of the five will have watched one of the necessary videos, and each group will have seen parts 1, 2, 3 and 4 of the Chicano and Zoot Suit riots. Each person takes five minutes to teach a chapter to their classmates, using the three most important points discussed in the previous group. 5. Once everyone has discussed their videos, it will take another 10 minutes to determine the 3-5 themes that all the videos had in common regarding the historic Chicano movement and zoot suit riots. Select a spokesperson who is ready to provide the group's findings to the class as a whole. Be sure to write the necessary homework after today's class. Chicano! History of the Mexican-American Civil Rights Movement. Video. NLCC Educational Media, 1996. From Chicano! the 1960s were a tumultuous decade in American history, and the fight from civil rights to the Vietnam War was at a historic point. The Mexican-American civil rights movement was one of the least studied social movements of the 1960s, encompassing a wide range of issues, from restoring land grants to farmworker rights, enhancing education, voting and political rights. Video Documentary Chicano! a four-part documentary series about the history of the Mexican-American civil rights movement corrects this director. Groundbreaking for the materials it covers, the series is one of the few to deal with Mexican-American history in general, especially the history of the Chicano movement. It is an indispensable resource for scholars and students. Chicano! It gives a sense of growing anxiety for Mexican Americans. We witness a new consciousness of collective history, the power of mass action, and the evolution of the Chicano movement, literally before our eyes. We learn that it begins New Mexico, accompanied by Rhys L. Pez Tigerina and the land-granting movement, is taken up by Rodolfo Caquey Gonzalez of Denver, who defines the meaning of Chicano through his epic poems, accepting C Salcibes and farmworkers, keeping an eye on the struggles of the city's youth, and putting an end to the growing political consciousness and participation with the La Lazarus Unida party. Rodolfo Gonzalez Chicano! 28.8K [56K] | Cable Part 1, The Search for the Motherland, examines the beginnings of the movement by profiling the Land Granting Movement in New Mexico with Reese Lopez Tigerina in 1966 and 1967. This shows how Tygerina's fight to persuade the federal government to honor the Guadalupe Hidalgo Convention (1848) galvanized Mexicans and Mexican Americans in the Southwest. He then discusses with Rodolfo (Cawki) Gonzalez the creation of a crusade for justice in Denver in 1966. Focusing on the importance of his poetry, I am Joaquin, which highlights how Gonzalez reached out to Chicano youth. This segment helps to discuss the roots of Chicano nationalism through the affirmation of cultural identity, which is based on Aztlan, the homeland of the mythical Chicano. Part 2, The Struggle of the Fields, examines the importance of Cesar Chavez and his efforts to organize farmworker in California's Central Valley. This shows various elements of Chavez's strategy for the self-decision of farmworker, emphasizing his commitment to the importance of strikes, boycotts, pilgrimages, fasting - and faith and prayer to achieve his goals. Part 3, Bringing Back Schools, is the best of the four parts. It covers the 1968 Los Angeles high school blowout with thorough and passionate. Part 3 is also likely to be of most interest to students, as they can see their age strongly upset by the changes. Robert Kennedy and Harry Gamboa From Chicano! 28.8K [56K] | This segment is also visually interesting because the filmmakers made a conscious effort to interview the actual participants (who do in all segments). Here, it's insightful to actually go back and forth between photos and videos of participants in the 1960s to go back and forth between the same people being interviewed today and see how that individual has changed over the course of 30 years. At one point, for example, the video describes how a student was trying to gain outside support for his cause in order to make it legitimate in the eyes of the school board. Robert Kennedy agrees to meet with student leaders and offer his support (he ran for president at the time and was in California to meet with Cesar Chavez) and we see a picture of Kennedy by student leaders. The camera focuses on a young Harry Gamboa (one of the walkout leaders) standing next to Kennedy, and the video disappears into the current interview with him. Part 4, Fighting for Political Power, discusses the creation of the La Raza Unida party as a third-party force for political power and the importance of political rights. It culminated in the 1972 elections and the Raza-Unida Treaty, fragmentation of a party on the cusp of its membership and recognition. Each part of these hours can be viewed separately. (In fact, it is very rare for a teacher to be able to spend all four hours in class time.) Treaty of Guadalupe Hidalgo from Chicano! 28.8K [56K] | The Search for a Homeland, for example, briefly describes the Mexican-American War and the Treaty of Guadalupe Hidalgo and why Tigerina felt it was right to fight for the land. Similarly, The Fight for Political Power describes the inequality of voting rights in Texas, along with a history of unequal distribution of political power in Crystal City, Texas, the birthplace of the La Raza Unida party. No one of Mexican nationals served in the political bureau, even though Mexican-Americans make up the majority of the city's population. Chicano! Historically, he has been very good at explaining the plight of Mexican Americans during the Chicano movement. The series offers a keen sense of what it was like to have brown skin in the 1960s. One interviewer, for example, remembers how farmworker was considered ignorant, lazy, stupid and dirty. In another segment, a second interviewee recalls that being Mexican was a burden, and that Mexican-Americans were not respected and were treated as second-class citizens. Like most documentaries, Chicano! Many documentaries succeeded where they failed, and filmmakers were able to interview real participants, as opposed to subject scholars. In addition, the documentary series is to be honored in an attempt to provide a balanced portrait of the event. In the segment of farm workers and Cesar Chavez, we hear from farm owners who were chosen for their land at the height of the protests, when agricultural products were boycotted. Similarly, during a segment at Los Angeles High School in 1968, we interviewed both school board members and high school officials who were there at the time. The four segments not only illuminate the clear aspects of the movement (land, farmworker, politics, urban issues, education), but also try to clarify the diversity of the Chicano movement not only through causes, but also through geography and geography. Viewers will learn about rural issues in California that contrast with those in New Mexico. The documentary distinguishes the issues surrounding high school as opposed to those behind Crystal City, Texas. The former occurs over dropout rates and a lack of awareness of Chicano's culture and history, the latter because Chicana is forbidden from cheerleading. L.A. students never really addressed their concerns, and Crystal City students won their cause, leading to some of the La Raza Unida party's galvanizing. We learn the different political agendas of southwest Chicano leaders: Colorado, Texas, New Mexico, California (Arizona is noticeably left out of the equation). The southwest's broad-ranging discussion of issues is a strength of the series, but it is also a weakness. Those who have the only exposure to Mexican-American history throughout this series will leave the impression that Mexican Americans only lived in the Southwest and only covered states had an active Chicano movement. Of course, this is not the case. Chicano to Arilita strong Chicano and Mexican-American communities are present across the country, and almost all of them, especially those in the Midwest, are reeling from the change. They all had their own movements at the local level and participated in activities at the national level. The downside of this, of course, is the feature of the length of the series, where filmmakers make token references to the rest of the country. During the Crusade for Justice and the segment of the first Chicano Youth Conference in Denver in 1967, for example, the poet Arilita notes how he was surprised to see so many Chicanos from across the country, even in Kansas. I didn't know, he says incredibly, there were Mexicans in Kansas! likewise, in the discussion of the series on the growth of the La Raza Unida party, narrator Henry Cisneros points out that the party chapter is spreading across the country, even in Nebraska. But what individual videos don't do is discuss the outcome of the event in question and its importance. Seacarno to Wreis L. Pez Tigerina! In The Quest for a Homeland, the filmmakers move on from discussing the issue of land grants to Tigerina and Cawkie Gonzalez and the Crusade for Justice. The transition is fine, but you will never know what happened to Tigerina and his cause. Viewers remain hanging without information. This also happens in Part 3, Bringing Back Schools. The segment follows a series of events that led to the walking of Los Angeles students in 1968, which was revived after Sal Castro, a community galvanized teacher who supported the walkout, was fired by the school board. We are treated to student takeover and sitting videos of their ultimate success in rehiring the School Board and Castro, we won't say what happened with the original request of the school board (bilingual education, Mexican-American history courses, more Mexican-American teachers) students. The film will believe the walkout was a success as the community gathered in support of Castro. It never explains that the state of the school is virtually unchanged. The Legacy of the Chicano Movement - Chicano! 28.8K [56K] | Cable also Chicano! This defines these as new awareness of agricultural workers, increased labor activity, and increased visibility into education and community needs. According to the documentary, the Chicano movement galvanized and trained a new generation of activists and leaders, and took to the national stage a variety of issues important to the Mexican-American community. However, the importance of each event should be further emphasized at the end of each segment that it is really valid. But if you have any teachings on the civil rights movement, Mexican Americans, Chicano, Latino history, or the history of political activity, this series is a must-see. Students will benefit greatly from this amazing series about a special time in history. Valerie Mendoza Persas University - The End - Chicano Video Review! Copyright 2001, 2001 By Multimedia © Journal | JMMH Content Content

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