Exploring California's Role in the Civil Rights Era

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Primary Sources

Cesar Chavez, The Organizer's Tale
I thought it would take ten years before we got that first contract. I wanted desperately to get some color into the movement, to give people something they could identify with, like flag. I was reading some books about how various leaders discovered what colors contrasted and stood out the best. The Egyptians had found that a red field with a white circle and a Black emblem in the center crashed into your eyes like nothing else. I wanted to use the Aztec eagle in the center, an on the Mexican flag. So I told my cousin Manuel, “Draw an Aztec Eagle.” Manuel had a little trouble with it, so we modified it to make it easier for people to draw.

Malaquias Montoya, quoted in Just Another Poster: Chicano Graphic Arts in California, (Santa Barbara: University Art Museum, University of California, 2001), p.92
The poster was something we could go out and mass produce, and not only hang it up in our local communities, but send throughout the Southwest...Now instead of traditional Mexican images, or the Mexican flag...they had imagery that still had a reflection of the past, but tied into contemporary things that were happening today.

Quotes regarding the East Los Angeles student-led walkouts in March 1968. Found in F. Arturo Rosales, Chicano! The History of the Mexican American Civil Rights Movement

John Ortiz, college leader
But one thing is for sure; as the strike intensified and people were getting arrested, the students because politically aware. The events politicized the students. And that’s why they walked out of their classes!

Paula Crisostomo, a high school leader
Interview by Jesus Treviño, February 15, 1993.
Our schools...on the Eastside were in such poor condition as compared to other schools. We had taken this [trip] to...Paley High. And just the physical appearance was appalling to all of us. And I know for myself, never having ventured very far from my own neighborhood...just traveling out and seeing how other people lived and how other kids went to school...And there was the building of the new high school, Wilson [in East Los Angeles], which was taking an awfully long time...And again schools in the Valley and West LA, brand new schools, were being put up right away with swimming pools.

Secondary Sources


**Movies**

*Walkout* (2006) video


**Websites**

Information about Chicano Park in San Diego in Journal of San Diego History: [https://www.sandiegohistory.org/journal/98winter/chicano.htm](https://www.sandiegohistory.org/journal/98winter/chicano.htm)

Timeline of the Chicano Movement
THE 6 C’S of PRIMARY SOURCE ANALYSIS

CONTENT
Main Idea
Describe in detail what you see.

CITATION
Author/Creator
When was this created?

CONTEXT
What is going on in the world, the country, the region, or the locality when this was created?

CONNECTIONS
Prior Knowledge
Link the primary source to other things that you already know or have learned about.

COMMUNICATION
Point-of-view or bias
Is this source reliable?

CONCLUSIONS
How does the primary source contribute to our understanding of history?

What questions do you have about this source?
What other source might you need to gain a deeper understandings of the topic?

THE HISTORY PROJECT
UNIVERSITY OF CALIFORNIA, IRVINE
Historical Investigation Questions

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<th>Question</th>
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<tr>
<td>What were the goals and outcomes of the Chicano Civil Rights movement in California?</td>
<td>How did Mexican Americans in California create a civic identity through activism during the period 1965-1975?</td>
<td>How do the strategies, tactics, and areas of focus of the Chicano Civil Rights Movement compare and contrast to African Americans' struggle for civil rights?</td>
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Standards

11.10 Students analyze the development of federal civil rights and voting rights.

5. Discuss the diffusion of the civil rights movement of African Americans from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how the advances influenced the agendas, strategies, and effectiveness of the quests of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities.

Secondary Source

F. Arturo Rosales, Chicano! The History of the Mexican American Civil Rights Movement, xviii.

The issues addressed by the movimiento [Chicano Movement] were not as broadly defined as the integration struggle for Blacks. For example, even though activists used walkouts to bring attention to education inequities, the underlying nature of these problems differed from region to region as did the solutions that were sought. In the inner city schools of East Los Angeles, where de facto segregation created an almost exclusive Mexican American student body, grievances arose when activists compared the poorly funded barrio schools with educational institutions in affluent areas of the city and its suburban communities.... Besides a lamentable educational system, the Chicano Movement was stimulated by many other issues such as racism, economic deprivation, and police brutality. A crucial part of mobilization revolved around the issue of identity and racial pride. These had been important in Mexico, where European racial aesthetics had predominated among a population where the majority was of Indian ancestry...

Mexicans in the U.S., however, have had to deal with a more acute sense of what is racially acceptable than in Mexico because of more intense and qualitatively different Anglo-American racism. Additionally, extreme ethnic differences separating Mexicans from Anglo-Americans exacerbated prejudice. The Chicano Movement confronted racism and racial self-hate head on, using the slogan "brown is beautiful" and promoting an allegiance and affection to Indian-mestizo physical features. A virulent cultural nationalism came to be an integral part of the movimiento although its expression differed depending on region.

Spurring the Chicano Movement was a perception that Mexicans living in the United States encountered repressive conditions that needed rectification...While the analysis was correct that Mexicans suffered from racist oppression, the cause and manifestations of this unfortunate condition differed from those of Blacks in many responses. The legal and moral justification for demanding an end to unequal treatment resided in the founding principles of the United States.
<table>
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<tr>
<th>Title: United Farm Work'ers strike in Delano (Calif.) &quot;Huelga&quot; is Spanish for strike</th>
<th>Creator/Contributor: Los Angeles Times (Firm), Publisher Brown, Frank Q, Photographer Date: October 20, 1965</th>
<th>Contributing Institution: Dept of Special Collections/UCLA Library, A1713 Charles E. Young Research Library, 405 Hilgard Ave, Box 951575, Los Angeles, CA 90095-1575; <a href="http://content.cdlib.org/ark:/13030/hb8b69p1xc/">http://content.cdlib.org/ark:/13030/hb8b69p1xc/</a></th>
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<tr>
<td>Title: Cesar Chavez, portrait Creator/Contributor: Los Angeles Times (Firm), Publisher Sharkey, Larry, Photographer Date: May 6, 1966</td>
<td>Contributing Institution: Dept of Special Collections/UCLA Library, A1713 Charles E. Young Research Library, <a href="http://content.cdlib.org/ark:/13030/hb1q2nb0cc/?layout=metadata&amp;brand=calisphere">http://content.cdlib.org/ark:/13030/hb1q2nb0cc/?layout=metadata&amp;brand=calisphere</a></td>
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<td>Title: Boycott Grapes: Support the United Farmworkers Union Creator/Contributor: Viramontes, Xavier, Artist Date:1973 Contributing Institution: California Ethnic and Multicultural Archives, Dept of Special Collections, Donald Davidson Library, University of California, Santa Barbara <a href="http://content.cdlib.org/ark:/13030/hb9g5011pt/?query=boycott%20grapes">http://content.cdlib.org/ark:/13030/hb9g5011pt/?query=boycott%20grapes</a></td>
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<td>Title: Chicano Moratorium Committee antiwar demonstrators. Induction Center Picketed--Antiwar protesters, most of them Mexican-Americans, marching outside Armed Forces Induction Center Creator/Contributor: Los Angeles Times (Firm), Publisher Brown, Frank Q, Photographer Date: November 19, 1969</td>
<td>Contributing Institution: Dept of Special Collections/UCLA Library, <a href="http://content.cdlib.org/ark:/13030/hb8199p1q9/">http://content.cdlib.org/ark:/13030/hb8199p1q9/</a></td>
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<td>Title: Chicano Park Day Celebration Creator/Contributor: Torres, Salvador, Photographer Date: April, ca. 1970's</td>
<td>Contributing Institution: California Ethnic and Multicultural Archives, Dept of Special Collections, Donald Davidson Library, University of California, Santa Barbara <a href="http://content.cdlib.org/ark:/13030/hb138nb33r/?brand=calisphere">http://content.cdlib.org/ark:/13030/hb138nb33r/?brand=calisphere</a></td>
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<td>Title: Mural Project Creator/Contributor: Centro Cultural de la Raza, Organizer Date: 1976 Contributing Institution: California Ethnic and Multicultural Archives, Dept of Special Collections, Donald Davidson Library, University of California, Santa Barbara <a href="http://content.cdlib.org/ark:/13030/hb3199p0n7/">http://content.cdlib.org/ark:/13030/hb3199p0n7/</a></td>
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### DBQ Practice Activity

Review the documents in your chapter. Create two analytical categories (for example political, economic, gender). Next select three sources in the chapter that support your chosen analytical category. Draw a sketch of source, record the page number, then describe the main idea of the document and why it is significant (analysis). After you have chosen your support write a DBQ essay prompt on the back of this page. Respond to the prompt in a developed paragraph using your categories and sources in the space provided on the back.

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<th>Analytical Category</th>
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DBQ Essay Prompt: To unify the documents you have chosen, write a DBQ question in the space provided.

Respond to the question by creating an outline below. Remember to cite and analyze each source.

DBQ Practice Activity Reflection:
Below write a paragraph reflection that address the questions below.
- What part of the activity was challenging? What made it challenging?
- Were you able to effectively answer the prompt you created with the documents you choose? Why or why not?
- What might you do next time to answer your question better?