



WITNESS HISTORY AUDIO

From Graffiti to Art

Judith Baca, the daughter of Mexican immigrants, taught art in public schools in a rough Los Angeles neighborhood in the early 1970s. Between her classes, she watched young Latinos hanging out in parks and writing graffiti on the walls. Intrigued by the kids' graffiti, she developed the idea of channeling their creative energy into painting murals. Her idea spread to other U.S. cities, where kids used murals to document and celebrate Latino culture and history. Their work was just one part of a growing movement that sought to educate, respect, and politically organize American Latinos.

◀ A mural from the Philadelphia Mural Arts Program, begun in 1984, honors the great Mexican muralist, Diego Rivera (seated at center).

The Rights Revolution Expands

Objectives

- Explain how the Latino population grew after World War I.
- Analyze the Latino and Native American rights movements of the 1960s and 1970s.
- Describe the expansion of rights for consumers and the disabled.

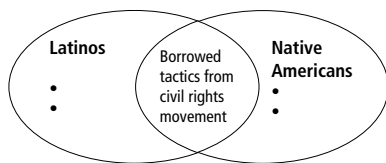
Terms and People

Cesar Chavez	AIM
migrant farmworker	Japanese American
UFW	Citizens League
Chicano movement	Ralph Nader

NoteTaking

Reading Skill: Compare and Contrast

Create a Venn diagram to compare and contrast the Latino and Native American rights movements.



Why It Matters Successes in the civil rights and women's movements signaled a growing rights revolution in the United States. Latinos, Native Americans, and Asian Americans engaged in their own struggles for equality during the 1960s and 1970s, fighting to influence laws and government. Meanwhile, activists worked to expand rights for two broad groups: consumers and people with disabilities. **Section Focus Question:** How did the rights movements of the 1960s and 1970s expand rights for diverse groups of Americans?

The Latino Population Grows

After World War I, the United States passed legislation limiting European immigration. Yet during and after World War II, the country faced a growing demand for cheap labor. At the same time, the populations of Mexico and other Latin American nations grew steadily while job opportunities there declined. The combination of these factors created a steady stream of new immigrants to the United States.

A Spanish-Speaking Population People whose family origins are in Spanish-speaking Latin America are called Latinos or Hispanics. They come from many different places, but they share the same language and some elements of culture. Spanish-speaking people lived in many parts of the western United States before settlers from the United States arrived, and their numbers have grown steadily. Mexican Americans, known as Chicanos, have always made up the largest group of U.S. Latinos.

Mexican Americans Farm the Land Beginning in 1942, Mexican immigrants came to the United States under the *bracero*, or farmhand, program. This program granted Mexican migrants temporary guest worker status, and over a period of 25 years, more than 4 million of them entered the U.S. The *braceros* played a crucial role in sustaining American agriculture during and after World War II.

Along with Mexicans who had migrated to the U.S. illegally in search of work, *braceros* who had overstayed their permits were targeted for deportation in the 1950s. In 1965, however, the government passed the Immigration and Nationality Act Amendments, eliminating national-origin quotas for immigrants. In the decades that followed, the number of legal Mexican and Asian immigrants surged. More than 400,000 Mexicans arrived during the 1960s, another 630,000 in the 1970s, and more than 1.5 million in the 1980s.

Emerging Latino Communities on the East Coast After World War II, large numbers of Puerto Ricans, Dominicans, and Cubans migrated to the United States. As citizens of a United States territory, Puerto Ricans came legally, leaving their homeland in search of better-paying jobs. In contrast, most Cuban and Dominican immigrants came to America as political refugees, fleeing their countries to escape the harsh rule of dictators. Most Puerto Rican, Cuban, and Dominican immigrants settled in urban areas, especially in New York City and Miami, Florida.

✓ **Checkpoint** Why did Mexicans and immigrants from other Latin American countries migrate to the United States?

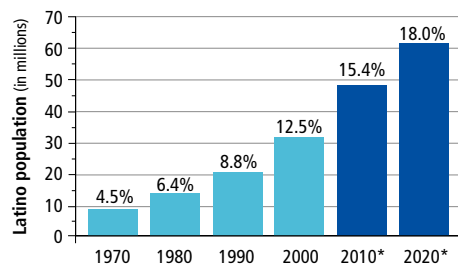
Pressing for Equal Rights

Like other minorities, Latinos had long faced discrimination. After World War II, Latino veterans began agitating for equal treatment. Veteran Hector Garcia, for example, formed the American G.I. Forum to battle discrimination. In the 1960s and 1970s, influenced by the growing civil rights movement, Latinos increasingly fought for equal rights. They demanded better working conditions, salaries, and educational opportunities. Like African Americans, they sought federal protection of their right to vote and campaigned to elect politicians who represented their interests.

Cesar Chavez Organizes Farmworkers The most influential Latino activist was **Cesar Chavez**. Chavez fought for rights for farm laborers, who were among the most exploited workers in the nation. Because they migrated from farm to farm—and often from state to state—to pick fruits and vegetables, they were known as **migrant farmworkers**. They labored for long hours in deplorable conditions, with no benefits.

In 1962, Chavez organized a farmworkers' union in Delano, California. In the late 1960s, he merged his union with a separate union of Filipino farm laborers to form what became the **United Farm Workers (UFW)**.

United States Latino Population



* Projected growth
Percentages indicate proportion of total U.S. population that is Latino.
SOURCE: U.S. Census Bureau; Pew Hispanic Center

Graph Skills Describe the growth of the Latino population from 1970 to 2020.

HISTORY MAKERS

Cesar Chavez (1927–1993)

Cesar Chavez spent his childhood and youth toiling, like his parents, as a migrant farmworker. In the 1950s, he trained to be a community organizer. His skills led him to be named chief of the group doing the training. In 1962, he formed the National Farm Workers Association. Migrant workers had tried to form unions before and failed; Chavez made the effort succeed. In an impassioned letter to the grape industry, he expressed the workers' suffering and determination. "We are men and women who have suffered and endured much," he wrote. "Generation after generation have sought to demoralize us, to break our human spirit. But God knows that we are not beasts of burden, agricultural implements or rented slaves; we are men."



DON'T BUY CALIFORNIA GRAPES!

Vocabulary Builder

implement – (IHM pluh mehnt) *v.*
to bring about

Committed to nonviolent tactics, the UFW implemented a workers' strike and consumer boycott of table grapes. With the help of Dolores Huerta, Chavez's top aide, the UFW urged people across the nation to boycott California grapes in order to win recognition from the growers. In 1975, California passed a law requiring collective bargaining between growers and union representatives. Farmworkers finally had a legal basis to ask for better working conditions.

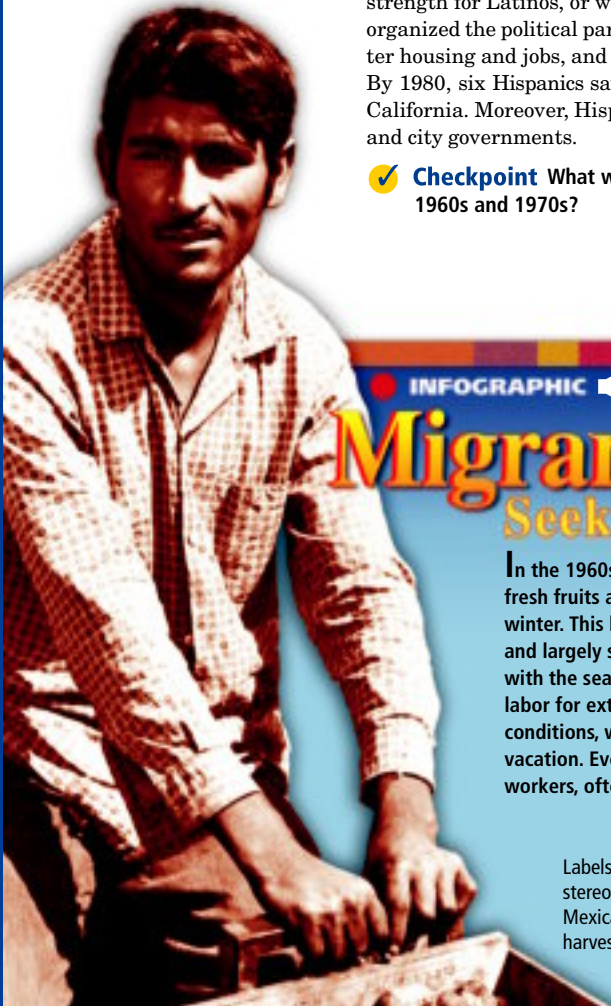
The Chicano Movement Grows While Chavez focused on farmworkers' rights, a broader Mexican American social and political effort grew, which came to be known as the **Chicano movement**. Part of it was dedicated to increasing Latinos' awareness of their history and culture. At California colleges and high schools, and in other states with a Mexican American population, Chicano students demanded that educators teach more about their heritage. Others in the movement focused on quality of life issues. For example, the National Council of La Raza was founded in 1968 with the goal of reducing poverty and discrimination and providing better opportunities for Latinos.

Much of the movement's energy was concentrated on attaining political strength for Latinos, or what some called "brown power." José Angel Gutiérrez organized the political party La Raza Unida in Texas. The party worked for better housing and jobs, and it successfully supported Latino political candidates. By 1980, six Hispanics sat in Congress, representing districts from New York to California. Moreover, Hispanics gained greater representation in state, county, and city governments.



Checkpoint What were some of the demands of Latino groups in the 1960s and 1970s?

A worker picks strawberries at a California farm in 1963. ▼



INFOGRAPHIC



AUDIO

Migrant Workers Seek A Living

In the 1960s, many Americans took for granted the availability of fresh fruits and vegetables in their supermarkets, even during the winter. This luxury was made possible by a group of hardworking and largely silent migrant farmworkers. Moving from farm to farm with the seasons, migrant farmworkers performed back-breaking labor for extremely low wages. They often worked in harsh conditions, without medical care, education for their children, or vacation. Even today, the majority of farmwork is done by migrant workers, often under similar conditions (see table above right).

Labels on produce crates showed stereotypical images of the Mexican farmworkers who harvested the crops. ▶



Native Americans and Asian Americans Battle Discrimination

Native Americans had a long history of discrimination and suffered high rates of poverty, unemployment, and suicide. Inspired by the struggle for civil rights, they forged their own protest movements in the 1960s and 1970s. At the same time, Asian Americans fought long-standing discrimination.

Activist Groups Form As with the civil rights movement, the young took the lead in demanding change for American Indians. In 1961, the National Indian Youth Council (NIYC) formed, with the goal of preserving native fishing rights in the Northwest. Over time, the group expanded its aims to include broad civil rights for Native Americans. In 1968, the Chippewa activists Dennis Banks and George Mitchell founded the **American Indian Movement (AIM)**. At first, AIM focused on helping Indians living in urban ghettos. Before long, however, AIM was addressing all civil rights issues, particularly the securing of land, legal rights, and self-government for Native Americans.

Confronting the Government As Indians' dissatisfaction with the government grew, their activism became more militant. In late 1969, a group of American Indians occupied the island of Alcatraz, the site of a federal prison in San Francisco Bay that had closed in 1963. Members of the Sioux tribe asserted that the island belonged to them under a treaty provision granting them unused federal land. About 100 American Indians representing 50 tribes joined the occupation. In spite of efforts by the Coast Guard and other federal authorities to evict them, the Indians maintained control of the island until mid-1971.

The 1970s saw another series of confrontations. Led by Dennis Banks and Russell Means, AIM orchestrated a "long march" from San Francisco to Washington, D.C., in 1972. Upon arriving in the capital, they took control

Migrant Farmworkers Today

- 81 percent are foreign-born; of these, 77 percent are Mexican.
- 52 percent are illegal immigrants.
- The average migrant farmworker is a 31-year-old Spanish-speaking male.
- Half of all migrant farmworkers live far below the poverty level.
- The life expectancy for a migrant farmworker is 49 years.

SOURCE: U.S. Department of Labor; ERIC Digest

◀ Commercial farmers sprayed their crops with chemicals like DDT, exposing workers to serious health threats.

Many migrants call ▶ strawberries the "fruit of the devil" because picking them is difficult and low-paid work.

Mexican *bracero* workers toil in a California field in 1964. ▼

Thinking Critically

1. **Synthesize Information** Study the table and the images. Why might the average lifespan of migrant farmworkers be only 49 years today?
2. **Contrast** How does the produce crate label contrast with the actual conditions of migrant farmworkers?



HISTORY MAKERS

Daniel Inouye (born 1924)

When Hawaii became a state in 1959, Daniel Inouye was elected its first representative to Congress. Three years later, he became the Senate's first Asian American. The son of Japanese immigrants, Inouye entered the army after the bombing of Pearl Harbor. He lost an arm in combat and received the Medal of Honor. Inouye graduated from law school before entering public office.

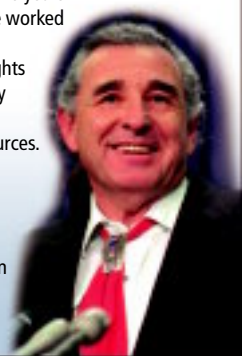
In more than forty years in the Senate, Inouye, a Democrat, has championed the interests of Hawaiians as well as healthcare and education for all children.



Ben Nighthorse Campbell (born 1933)

The son of a Portuguese immigrant mother and a Cheyenne Indian father, Ben Nighthorse Campbell joined the Air Force and served in the Korean War before entering college. In 1982, he was elected to the Colorado State Legislature. He went on to careers as a U.S. representative and then a senator. He did not run for reelection in 2005.

Throughout his years in Congress, he worked for Native American rights and on policy relating to natural resources. Originally a Democrat, Campbell became a Republican in 1995.



of the Bureau of Indian Affairs building. They temporarily renamed it the Native American Embassy, suggesting Native Americans are treated as foreigners.

Siege at Wounded Knee In 1970, Dee Brown published *Bury My Heart at Wounded Knee*, about the 1890 massacre of Sioux at Wounded Knee, South Dakota. Brown noted that in all the history of the American West,

Primary Source “Only

occasionally was the voice of an Indian heard, and then more often than not it was recorded by the pen of a white man. The Indian was the dark menace of the myths, and even if he had known how to write in English, where would he have found a printer or a publisher?”

The best-selling book raised public consciousness about the historic mistreatment of Native Americans. Building on this momentum, AIM planned a dramatic confrontation at Wounded Knee. In late February of 1973, AIM took over the village and refused to

leave until the government agreed to investigate the condition of reservation Indians. Federal authorities put Wounded Knee under siege, and two AIM members died in the resulting gunfire. The standoff ended in May when the government pledged to reexamine native treaty rights.

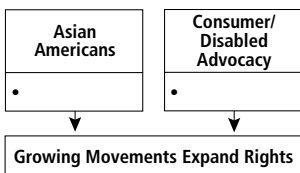
Making Legal Headway Native American activism spurred the passage of several laws in the 1970s. The Indian Self-Determination Act of 1975, for instance, fulfilled one of the main demands of the American Indian movement by granting tribes greater control over resources and education on reservations. Native Americans also continued to win legal battles to regain land, mineral, and water rights. Yet the protests staged by AIM and other militant groups also provoked a political backlash with some contending that the federal government gave special treatment to American Indians. While politicians debated how the government should treat Native Americans, the Indians themselves continued to suffer disproportionately from high rates of unemployment and other social ills.

Asian Americans Fight Discrimination Prejudice against people of Japanese and Chinese ancestry, who had come to the United States as laborers, had long been part of the American social and economic climate. The **Japanese American Citizens League**, founded in 1929 to protect Japanese Americans' civil rights, worked for decades to receive government compensation for property lost by Japanese Americans interned in camps during World War II. In the 1960s and 1970s, in the wake of the expanding rights revolution, many other groups formed to combat discrimination and protect the rights of all Asian Americans. The Immigration and Nationality Act Amendments (1965) also aided Asian immigrants.

NoteTaking

Reading Skill: Identify Causes

Identify causes of expanding rights for Asian Americans, consumers and those with disabilities.




Checkpoint Why did Native Americans work to expand their rights?

New Rights for Consumers and the Disabled

In the same way that many activists worked to extend rights to women and minorities and to protect the environment, others worked to protect the rights of consumers and Americans with disabilities.

During the Progressive Era, reformers had pushed for measures to protect consumers, ranging from the Pure Food and Drug Act to the Meat Inspection Act. The consumer rights movement reemerged during the 1960s and 1970s. It was led by **Ralph Nader**, a lawyer who began to investigate whether flawed car designs led to increased traffic accidents and deaths. His book, *Unsafe at Any Speed* (1965), attacked automakers whose thirst for profits produced unsafe vehicles that endangered the public. Nader's best-selling book stirred the nation and prompted Congress to pass the National Traffic and Motor Vehicle Safety Act in 1966. Among other things, the act made safety belts standard equipment in all cars. Nader went on to form several consumer advocacy groups. Under his influence, consumer advocacy adopted many of the practices that shape it today, including research and government lobbying. Advocacy for workers began to gain more prominence as well. The Nixon administration proposed the idea for the Occupational Safety and Health Administration (OSHA), which mandated workplace safety regulations.

Historically, the nation had treated people with disabilities as defective. FDR hid the fact that he could not walk because he did not want society to assume he was incapable of serving as President. Yet by the 1970s, Americans with disabilities were making great strides toward expanding their rights. Disabled veterans from the Korean and Vietnam wars took part in this activism. The Kennedy administration called for change by establishing the Panel on Mental Retardation in 1961 to explore ways for the government to help people with intellectual disabilities. The next year, Eunice Shriver, Kennedy's sister, began an athletic camp for young people with disabilities that eventually became the Special Olympics. Over the next few years, the government passed several laws guaranteeing equal access to education for people with disabilities.

 **Checkpoint** How did rights for consumers and people with disabilities expand during the 1960s and 1970s?

A Winner

A girl shows her sister the gold medal she won at a 2003 Special Olympics event in South Carolina.



SECTION

3 Assessment

Progress Monitoring Online

For: Self-test with vocabulary practice

Web Code: nea-1731

Comprehension

- 1. Terms and People** What is the relationship of each of the items below to Latino, Native American and Asian American movements for equality?
 - Cesar Chavez
 - migrant farmworker
 - UFW
 - Chicano movement
 - AIM
 - Japanese American Citizens League

2. NoteTaking Reading Skill:

Compare and Contrast Use your completed Venn diagram to answer the Section Focus Question: How did the rights movements of the 1960s and 1970s expand rights for diverse groups of Americans?

Writing About History

- 3. Quick Write: Anticipate Opposing Arguments** Suppose that you are going to give a speech in support of making migrant farmworkers legal citizens with full benefits. Anticipate any opposing arguments, and note ways to address them in your speech.

Critical Thinking

- 4. Draw Inferences** How did the government make immigration for Latinos and Asians easier in the 1960s?
- 5. Identify Central Issues** Why was it particularly important to Latino activists to gain political rights?
- 6. Draw Comparisons** How and why was the Native American struggle for equality different from that of Latinos?
- 7. Predict Consequences** Do you think rights for people with disabilities would have been achieved earlier if FDR had openly shown his disability? Explain.