

## Bibliography

### Primary Sources

*Albuquerque Journal*. "UNM Chicano Studies Program Introduced in Workshop Course."

February 6, 1970. Accessed November 12, 2019.

<https://basic.newspapers.com/image/156886710/?terms=Chicano%2BStudies>.

This newspaper contains an article that is an announcement of the Chicano Studies Program and the University of New Mexico. This page talks about the original establishment of the program. It talks about the different cultures that were to benefit from the program originally. This newspaper also provided incite to the time that the Chicano program was established.

*Albuquerque Journal*. "UNM Starts Recruitment of Mexican Americans." April 9, 1970, 12.

Accessed November 1, 2019.

<https://basic.newspapers.com/image/156961578/?terms=Chicano%2BStudies>.

This article is an announcement for the University of New Mexico's first Chicano high school student conference. The article said that more than 150 high school seniors were expected to show up to the conference. The conference planned to focus on things that were relevant to the Chicanos at the time. This student conference was funded by the Chicano studies program, showing the growth of the program in 1970.

Brown, Kevin. "Zimmerman Mural Class." Speech, The University of New Mexico, University of New Mexico, Albuquerque, NM, January 17, 2018.

These are classes on the Murals at UNM. It discusses what can be done, what is going to be done, and some things that happened with the defacing.

Chavez, Yolanda. Interview by the author. Moriarty, NM. March 27, 2020.

We interviewed Yolanda Chavez to get a perspective of what life was like before and during the early Chicano movement. She was a teenager during this time and experienced a positive, unified Chicano community who were intolerant towards others races. As a little girl, she was prevented from embracing her culture in school. For example it was English only environment and if she was to speak Spanish she would be reprimanded. This interview was vital to our project because it gave us a glimpse of the life a Chicana.

Depicts a group of chicano students fighting for equality rights through protest. Photograph.

UnitedWay.org. February 26, 2018. Accessed May 22, 2020.

<https://www.unitedwayla.org/en/news-resources/blog/historical-photos-from-the-1968-east-l-a-walkouts/>.

This picture gave us a visual description of the East L.A. Walkout which was the major start of the Chicano education movement. We decided to use this picture throughout because the sign in the picture says "School not Prison" and this is one of our main points.

Donato, Ruben. "The Other Struggle for Equal Schools." *Harvard Educational Review*. Last modified 1997.  
[https://www.hepg.org/her-home/issues/harvard-educational-review-volume-68-issue-2/herbooknote/the-other-struggle-for-equal-schools\\_175](https://www.hepg.org/her-home/issues/harvard-educational-review-volume-68-issue-2/herbooknote/the-other-struggle-for-equal-schools_175).

This site gives information about the book "The Other Struggle for Equal Schools" and what it has to do with the Chicano Reform. The book outlines developments within the regional Chicano reform and about Brownsfield.

Gonzales, Moises. Interview. Moriarty, NM. September 21, 2019.

This interview with Moises Gonzales gave me incite on what people are going to do and things that are going to be done in order to help with the Chicano Movement in New Mexico.

*Students posed around high school sign during boycott, Crystal City, Tex., 1969*. Photograph. Digital.Utsa.edu. December 22, 1969. Accessed May 22, 2020.  
<https://digital.utsa.edu/digital/collection/p9020coll2/id/2205/rec/5>.

This picture depicts high school students boycotting their school. This picture provided us with a perspective, not only in New Mexico and California, but in Texas as well.

Tessier, Denise. "'Racist' Mural Splattered." *Daily Lobo*.

This discusses someone throwing paint at the mural, and the date it happened. It also talks about who the librarian was at the moment and the discussion whether or not to repaint it

———. "'Racist' Mural Splattered." *New Mexico Daily Lobo* (Albuquerque, NM), January 28, 1974.

This was another newspaper describing a second defacing that happened to the mural. The very first defacing of the mural was done with black paint and was splattered across the painting. The second defacing was done with green paint in the same manner. They were both done to the fourth panel for that most likely being the "most racist" of the paintings.

Torres, April. *The Three Peoples Mural*. October 10, 2018. Photograph.

This is a picture of people at the Zimmerman Library with two of the four panels that are the Three Peoples Mural.

## Secondary Sources

*Albuquerque Journal*. "Chicano Studies Center Expands Offerings at U." November 17, 1971, 9. Accessed November 7, 2019.

<https://basic.newspapers.com/image/156639093/?terms=Chicano%2BStudies>.

This digital newspaper provides information about the rapid growth of the Chicano Studies program at the University of New Mexico. In two years the offering of Chicano studies had basically doubled. By the next year, there were seven academic classes through the Chicano program: Chicano Literature, La Raza, Chicanismo, Mexican Guitar, sociology of the barrio, philosophical backgrounds of the Chicano mind and Colonialism and the Chicano. This Newspaper also informed us that the Chicano Studies here in Albuquerque influenced other places in New Mexico.

*Albuquerque Journal*. "UNM Ethnic Studies Program Offer New Dimension." August 16, 1970, 12. Accessed November 7, 2019.

<https://basic.newspapers.com/image/156857932/?terms=Chicano%2BStudies>.

This Newspaper provides information about a Afro-Studies program that was based of the Chicano Studies program. This newspaper provides details about the the Chicano Studies program that were also implemented into other organizations. The Chicano program established community centers for Chicanos to learn about their culture. Financial aid was also established for some chicanos. There was also support for Chicanos who dropped out of high school.

*Albuquerque Journal*. "UNM to Offer Chicano Program." February 6, 1970. Accessed November 12, 2019. <https://basic.newspapers.com/image/156887550/>.

This newspaper article describes the original goals of the program, which was to educate Chicanos and have them able to work with people outside of their culture instead of in the barrios or in their small rural communities. A Native New Mexican from Santa Fe was appointed as an advisor for the Chicano students. The first step was to set up a workshop to find the course of action.

America Comes Alive. "Rodolfo 'Corky' Gonzáles (1928-2005): Poet and Activist" [Rodolfo "Corky" Gonzáles (1928-2005): Poet and Activist]. America Comes Alive. Accessed December 1, 2019.

<https://americacomesalive.com/2012/10/05/rodolfo-corky-gonzales-1928-2005-poet-and-activist/>.

The website details the important life of Rodolfo Gonzales. Rodolfo was a boxer, poet and even a politician who worked for social justice. As a poet Rodolfo wrote poems of narrators that struggled to receive economic stability in the U.S because of their cultural background. Gonzales' poems would often be posted around cities which led to a raise in his popularity. Rodolfo then decided to run for Colorado State representative mainly fighting for equal Chicano representation in government. We will use this source to show the social racial barrier Chicano's faced.

Andrews, Aimee. "Rodolfo 'Corky' Gonzales " [Rodolfo "Corky" Gonzales ]. University of Colorado. Last modified January 17, 2017. Accessed December 1, 2019.

<https://coloradoencyclopedia.org/article/rodolfo-%E2%80%9Ccorkey%E2%80%9D-gonzales>.

The web page tells of the important life of Rodolfo Gonzales who was a boxer, poet, and activist for the Chicano Movement. Rodolfo used is prominent figure as a foundation for his crusade for justice. Rodolfo Gonzales fought for equality mainly in Denver. The poet even opened a summer freedom school hoping to provide the Chicano community with proper education that was up to par. Rodolfo also spent many of his years working with other activist like Cesar Chavez. We will use this source to prove Rodolfo Gonzales a prominent figure in the Chicano Movement.

Annex Galleries. "Kenneth Miller Adams Biography." [annexgalleries.com](http://annexgalleries.com). Accessed October 21, 2019. <https://www.annexgalleries.com/artists/biography/10/Adams/Kenneth>.

This website gave a little bit of background information on Kenneth Miller Adams. He was the man who created the Three Peoples mural. This website gave incite to how he ended up in the Albuquerque area. He was a teacher in Taos and eventually became the first art-in-residence at the University of New Mexico in 1938. The next year he painted the Three Peoples mural. He taught there for the next 25 years where he eventually became a professor.

Armando, Navarro. "Avant-Garde of the Chicano Movement in Texas." Mexican American Youth Organization. Last modified 1995. Accessed October 8, 2019. <https://eric.ed.gov/?id=ED41966>.

The website details the motives and plans the Mexican American Youth Organization created to create social change. The organization was created of three basic principles to ensure equal representation of Chicanos. MAYO fought for economic independence, local control of education, and political strength as a third party. We will use this website to show the legacy left behind by Chicanos and the fight for equality.

Associated Press. "1968 Los Angeles School Walkout Protesters See Link to Parkland Teens" [1968 Los Angeles School Walkout Protesters See Link to Parkland Teens]. Snopes . Last modified March 12, 2018. Accessed December 1, 2019. <https://www.snopes.com/ap/2018/03/12/1968-la-school-protesters-parkland-teens/>.

The web page describes the impact of the L.A walkouts on the rest of the Chicano. The walkouts were the first inciting event in the Chicano Movement that sprang the movement into action. The walkouts started because of poor schooling conditions only Mexican decent people received. The spread of the movement reached New Mexico and Texas during the 1960's. Both states each having their own walkouts and protests aiming to run the public office looking for change. We will use this source to tie the bigger idea of the Chicano Movement to a much smaller, local topic.

———. "University leaders recommend covering mural of Latinos, Native Americans." NBC News . Last modified October 9, 2018. Accessed November 14, 2019 . <https://www.nbcnews.com/news/latino/university-heads-recommend-covering-mural-controversial-images-latinos-native-americans-n918086> .

This website had very interesting information because of the article based upon the talks of still in 2018 about the mural and if it should be covered or not. Now, the university's president and provost are recommending that curtains cover all four murals as a campus dialogue continues on them, said Alex Lubin which just helps get a perspective on how now a racial movement is handled.

Barrera, James. "/South Texas College." Paper presented at National Association for Chicana and Chicano Studies Annual Conference, San Jose State University/ San Jose, California/ United States of America. Accessed October 7, 2019.  
<https://scholarworks.sjsu.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1025&context=naccs>.

The conference proceedings give in depth information of the impactful life of Francisco Martinez. Francisco was educated as an attorney and used his skills to defend activists of their civil and human rights. Martinez was very hated by the U.S government to the point where he was even added to the U.S terrorist watch list for his work. We will use the source to describe the representation of Chicanos during and after the Chicano movement.

Berger, Maurice. "Making Chicano Life Visible." New York Times . Last modified September 14, 2017. Accessed November 20, 2019 .  
<https://lens.blogs.nytimes.com/2017/09/14/making-chicano-life-visible/>.

This website talks about the outcome and build up for the Chicano/a's to have the same rights and be seen as any other equal human being.

Brown University Editors . Chicano Movement. Last modified June 22, 2005. Accessed November 11, 2019. <https://www.brown.edu/Research/Coachella/chicano.html>.

The website describes the early stage of the Chicano movement. Along with providing a different perspective on the fight for equality. Cesar Chavez and the farm-workers were taking apart in assisting the fight for equality by arguing work laws in farming for many farm workers. Cesar lead protests and rallies in-order to regain equality not only in the working field but in schools worldwide. We will use this website to show the organizations that were created to help represent Chicanos in the Chicano Movement.

Castaneda, Oscar Rosales. "Movimiento 1960-1985." Timeline. The Seattle Civil Rights & Labor History Project . 2004-2018. Accessed November 17, 2019.  
[https://depts.washington.edu/civilr/mecha\\_timeline.htm](https://depts.washington.edu/civilr/mecha_timeline.htm).

The timeline details major events relating to the Chicano movement. The timeline runs from 1960 to 1985 which is when a majority of the Chicano movement took place. Major dates of organizations forming are given such as the Brown Berets in 1968. We will use the timeline to place the major events of the Chicano movement in order.

———. "Timeline: Movimiento from 1960-1985." Seattle Civil Rights and Labor History.  
[https://depts.washington.edu/civilr/mecha\\_timeline.htm](https://depts.washington.edu/civilr/mecha_timeline.htm).

This is a timeline of what happened in the Chicano/Chicana movement from 1960-1985. It gives detail on who did what and where things happened, it also separates what happened Nationally from what happened in Seattle.

"Chicano Movement ." Immigration of the United States.

<https://immigrationtounitedstates.org/415-chicano-movement.html>.

This site gives information on what the Chicano movement was and everything it stood for and did. It also gives information on different movements such as Farmerworkers' rights, land grants and the educational system.

"The Chicano Rights Movement." Video. pbs. Posted March 23, 2018. Accessed October 3, 2019. <https://www.pbs.org/video/chicano-rights-movement-y13qkx/>.

protesting academic prejudice, dire school conditions, and demanding systemic reform. Oscar Zeta Acosta emerges as the main spokesman and celebrity attorney for the mushrooming "Brown Power" movement, defending the jailed organizers of the revolt.

Cruz, Araceli. "The Brown Berets, as Explained by Founding Member, David Sanchez" [The Brown Berets, as Explained by Founding Member, David Sanchez.] Teen Vouge. Last modified May 25, 2018. Accessed November 12, 2019.

<https://www.teenvogue.com/story/brown-berets-as-explained-by-founding-member-dr-da-vid-sanchez>.

The websites give information on the motives and origins of the Brown Berets. The Brown Berets were a Chicano based organization created to end police brutality to Chicano's, profiling, and class injustice. Chicano's communities supported the idea because they had nobody to turn to when they faced problems. In the late 1960's the Brown Berets began focusing on quality education and a level playing field in the work force for all Chicano's. We will use this source to show the legacy of organizations that were created because the Chicano movement.

Democracynow.org. "Walkout: The True Story of the Historic 1968 Chicano Student Walkout in East L.A." Democracy Now. Last modified March 29, 2006. Accessed November 3, 2019. [https://www.democracynow.org/2006/3/29/walkout\\_the\\_true\\_story\\_of\\_the](https://www.democracynow.org/2006/3/29/walkout_the_true_story_of_the).

HBO film tells the story of the 1968 walkout by high school Chicano students in East Los Angeles to protest academic prejudice and dire school conditions This website/video gave information from activist which is very useful as main activist to hear what was going on during and before the walkouts within the forming of leaders for the movement.

Donato, Ruben. "The Other Struggle for Equal Schools." Harvard Educational Review. Last modified 1997.

[https://www.hepg.org/her-home/issues/harvard-educational-review-volume-68-issue-2/herbooknote/the-other-struggle-for-equal-schools\\_175](https://www.hepg.org/her-home/issues/harvard-educational-review-volume-68-issue-2/herbooknote/the-other-struggle-for-equal-schools_175).

This source gives information on what some of the Chicano communities did in order to get equal representation and better education for the children during the Chicano Movement.

Dwyer, Elizabeth. "Chicana and Chicano Studies on the Path to Advanced Degree Programs." *UNM News Minute*. Accessed November 15, 2019.

<https://news.unm.edu/news/chicana-and-chicano-studies-on-the-path-to-advanced-degree-programs>.

This Newsletter from the University of New Mexico has information about the recent expansion of higher education in the Chicano Studies Program. It discusses the Chicana and Chicano program being granted advanced degree programs within Chicana and Chicano Studies on April 24, 2018. Dr. Irene Vasquez, the program director, explains that they are still trying to reach their goal of being able to offer graduate degrees. This provides incite of the legacy that the destruction of the Three Peoples Murals allowed this program to thrive and to continue to expand.

Dyer, Jessica. "ABQ Journal." *ABQJournal.com*. Last modified February 3, 2018. Accessed February 4, 2018.

<https://www.abqjournal.com/1128938/new-course-for-an-old-conflict.html>.

This site gives insight into how some people saw the "Three Face Mural" and how they felt about it. And some actions they thought would help

———. "It could be curtains for controversial UNM Mural." *ABQJournal.com*. Last modified October 5, 2018.

<https://www.abqjournal.com/1229765/it-could-be-curtains-for-controversial-unm-murals.html>.

In this site, it talks about how the Mural is going to be "fixed" temporarily by putting curtains over it. The curtains are going to make it so no one can see the Murals so that no one is offended

———. "It could be curtains for controversial UNM murals." *Albuquerque Journal*. Last modified October 5, 2018. Accessed October 9, 2019.

<https://www.abqjournal.com/1229765/it-could-be-curtains-for-controversial-unm-murals.html>.

This website informed me on the controversial talk for the murals curtains being taken down. It stated the cons in showing the murals and the problems it could bring along. It helped me see that the problems would still occur and that the mural still brings conflict throughout UNM possibly leading more than the UNM Schools.

Editors of *Encyclopedia Britannica*. "Rudolfo Anaya." In *Encyclopedia Britannica*. 250th ed. Last modified October 26, 2019. Accessed November 7, 2019.

<https://www.britannica.com/biography/Rudolfo-A-Anaya>.

This source tells of Rudolfo Anaya who was an american novelist and teacher in New Mexico. Throughout his novels Rudolfo Anaya expresses his Mexican-American

heritage even righting portions of his novels in Spanish. In one of his first books Rudolfo confronts some of the problems Chicano's faced in the real world such as the discrimination of Chicano Laborers. He also taught classes of only Mexican decent students. Rudolfo was also apart of many organization that fought for equality state-wide. We will use this source to show the important people in the Chicano Movement.

"Educating Change." Brown.edu. Last modified June 22, 2005. Accessed October 10, 2019. <https://www.brown.edu/Research/Coachella/education.html>.

This source gave another example of what was going on in California because of the walkouts. A little girl had been physically abused but because she was Chicano, the school board brushed it off. When the walkouts happened they could not ignore it because of organizations that had been started. Because of this event, the Community Coalition for Alternatives in Education was formed. They focused on bilingual education, eventually implementing the English as a second language program in that area.

Encyclopedia Editors. "Brown Berets." In *Encyclopedia.com*, edited by Encyclopedia.com Editors. San Francisco , California/ U.S : Encyclopedia.com Editors , n.d. Accessed November 12, 2019. <https://www.encyclopedia.com/history/encyclopedias-almanacs-transcripts-and-maps/brown-berets>.

The source gives information on the creation of the Brown Berets during the 1960's. The Brown Berets started at a Mexican American Youth conference in East Los Angeles. The same place where thousands of Chicano students walked out of school to protest the equal schooling of Mexican American students. In their years Brown Berets mainly focused on opposing police brutality and fighting for equal schooling. We will use this source to detail the motives and plans of Chicano organizations in their fight for equality.

Escobar, Natalie. "How 50 Years of Latino Studies Shaped History Education." *The Atlantic*, 2018. Accessed November 15, 2019. <https://www.theatlantic.com/education/archive/2018/09/how-50-years-of-latino-studies-shaped-history-education/569623/>.

This Newspaper explains the development in Latino education programs as whole in the United States of America. Escobar first discusses the first Chicano studies program which was founded in 1968 at California State. This article describes why the walkouts in Los Angeles happened: there were high dropout rates of Chicano people, schools were omitting parts of Chicano culture and Spanish speaking students were not getting enough support. The article talks about the program growth throughout America and provides incite to the legacy of the walkouts: the widespread Chicano Studies Programs.

Estevez, Marjua. "The Little Known History of the Brown Berets." Vibe. Last modified February 23, 2016. <https://www.vibe.com/2016/02/formation-the-little-known-history-of-the-brown-berets>.



This site gives information on different Latino organizations that were created once Trump became President. It gives peoples' opinions on how they felt about what he said and the things he wants to do.

Estrada, Josue. "Chicano Movements: A Geographic History." Mapping American Social Movements. [https://depts.washington.edu/moves/Chicano\\_geography.shtml](https://depts.washington.edu/moves/Chicano_geography.shtml).

This site gives information on different organizations that were created during the Chicano movement and specifically what they did during the Chicano movement. It also shows where different organizations were active throughout the country.

———. "Chicano Movements: A Geographic History." Mapping American Social Movements . Last modified 2008 . Accessed November 10, 2019 . [https://depts.washington.edu/moves/Chicano\\_geography.shtml](https://depts.washington.edu/moves/Chicano_geography.shtml).

This website gives clear understanding information on Chicano movement that took shape in the late 1960's. It gave many details on the identity, the politics, and the community dynamics of Mexican Americans. It also gave much more information on all the activism taken along with the movements.

———. "MEChA and Chicano Student Organizations 1967-2012." Mapping American Social Movements. Accessed November 13, 2019. [https://depts.washington.edu/moves/MEChA\\_map.shtml](https://depts.washington.edu/moves/MEChA_map.shtml).

This article is very important because of the information it gives based upon MEChA and earlier Chicano student organizations 1967 through 2012. It also includes a map of MEChA founding at colleges.

Fragoza, Carribean. "I am Mexicano: The Legacy of Raul Ruiz." KOET? Last modified June 28, 2019. <https://www.kcet.org/shows/artbound/i-am-a-mexicano-the-legacy-of-chicano-journalist-and-activist-raul-ruiz>.

Raul Ruiz was an activist and spoke in court where he was first noticed. He was there when Ruben Salazar got killed and protested about how they felt about Chicanos getting drafted into the Vietnam war, the protest became violent and tear gas was thrown along with people getting beat with batons.

Gallardo, Miguel E. "Chicano." In *Encyclopedia Britannica*. EncyclopAEdia Britannica Inc. Last modified March 24, 2017. Accessed October 23, 2019. <https://www.britannica.com/topic/Chicano>.

The reference source details the community issues, and ethnic conflicts Chicano's faced in the 1960s-1980s. Ethnicity troubled many Chicano's because many failed to received proper schooling which allowed very few Chicano's to reach higher schooling. Outside of school people of Mexican-American decent lived very poor had little to no healthcare access. We will use the source to show the racial barrier Chicano's had faced.

Gandara, Patricia. "Chicanos in Higher Education: The Politics of Self-Interest." *American Journal of Education* 95, no. 1 (1986): 256-72. Accessed October 7, 2019. <http://www.jstor.org/stable/1209234>.

This journal detailed the type of schooling Chicano's received and the number of Chicano's that move on into higher education. Very few Chicano's moved on into college and obtained a degree as populations in the 1980's of Chicanos increased greatly. Many ideas were created to change the fact but very few worked at the time. We will use this journal to stress the major issues there were in the system at the time.

Garcia, Deliah. *Female Chicano students protesting for better education*. Photograph. Intercollegiate Department of Chicana/o~Latina/o Studies. December 9, 2013. Accessed May 21, 2020. <http://i.ytimg.com/vi/25KC1v0HH9c/maxresdefault.jpg>.

This image is showing Chicano Females in the streets outside protesting for equal schooling and respect. This image is very meaningful because you can see the desire they have to get what they deserve even how many times they have been racial profiled.

Garcia, Ignacio. "Chicano Movement ." 2017. In *Oxford Bibliographies*. Oxford , England : Oxford Bibliographies Editors , n.d. Accessed November 17, 2019. <https://www.oxfordbibliographies.com/view/document/obo-9780199913701/obo-978019913701-0092.xml#firstMatch>.

The article gives information about the cultural and economic problems Chicano/ Chicana's faced, because of these problems many organizations were formed in-order to change a majority of these issues. The creation of the 1960 United Farm Union by Cesar Chavez aimed to end racial discrimination in the work force not only in farms but everywhere else. Other activists include Reies Tijerina who fought for the Equal Land Grant Movement. We will use this source to show the important people in the history of the Chicano movement.

Gomez-Quinones, Juan, and Irene Vasquez. *Making Aztlan: Ideology and Culture of the Chicana and Chicano Movement*. Accessed November 15, 2019. <https://www.amazon.com/Making-Aztl%C3%A1n-Ideology-1966-1977-Contextos/dp/0826354661>.

This book is a timeline of the whole Chicano movement, including the Chicano education Movement. This gives us important context of the other parts of the Chicano movement that was also going into action at the same time as the education movement. It shows how the other parts of the movement could have affected Chicano Education Programs.

-Hernandez, Nicole Guidotti. "Chicano Studies ." 2017. In *Oxford Bibliographies*. Oxford , England: Oxford Bibliographies' Editors, n.d. Accessed November 18, 2019. <https://www.oxfordbibliographies.com/view/document/obo-9780199913701/obo-978019913701-0125.xml>.

The article describes the issues Chicanos received because of failure to proper schooling. Along with Chicano programs that were created to help Chicano's move on

into higher education. At UCLA in 1968 the university opened libraries to have study groups for any Mexican-American students. We will use this article to describe the help the Chicano movement had received.

Holmen, Megan. "Controversial Murals in Zimmerman Library May Be Removed" [Controversial Murals in Zimmerman Library May Be Removed]. *Daily Lobo* (Albuquerque, New Mexico/ United States of America), October 10, 2018. Accessed October 1, 2019.  
<https://www.dailylobo.com/article/2018/10/murals-zimmerman-unm-removal-three>.

This online newspaper article details the creation of the murals in the UNM Zimmerman library that depicted Chicano's poorly. A variety of organizations were formed as result in order to cover up these paintings until they could be fixed. Many proposals were made to take down the murals but were wanted preserved for historical purposes. The article will be used to make a connection close to home during the Chicano movement.

"The Line: Zimmerman Library's Controversial Murals." *New Mexico in Focus*. Last modified October 19, 2018. Accessed October 3, 2019.  
<https://www.newmexicopbs.org/productions/newmexicoinfocus/the-line-zimmerman-librarys-controversial-murals/>.

This web page has an image of the murals along with more to read about the policy of equity and inclusion of the murals. It goes into more depth about the Three Peoples Murals, talking about the controversy of these murals among UNM students and faculty.

Loya, Anamaria C. "Chicano Law and Education Reform." *LA Raza Law Journal* 3 (2015): 28-43. Accessed October 9, 2019.  
<https://pdfs.semanticscholar.org/7647/311b5897a8debd1a1a6f0b620fbee2019353.pdf>.

The journal describes the troubles Chicano's faced in the schooling system. A majority of the Chicano community failed to have proper access to quality education. Chicano drop out rates hit all time highs, and very few had opportunities to move on into college. As a result many organizations formed to try and level out the educational playing field for Chicanos. There was also problems integrating the Hispanic culture and languages into schools nationwide. We will use this source to identify the challenges Chicanos faced on a daily basis in school.

MacDonald, Victoria Maria. "American Latino Theme Study." *American Latino Theme Study*. Accessed October 7, 2019.  
<https://www.nps.gov/heritageinitiatives/latino/latinothemestudy/education.htm>.

The website describes the hardships and troubles Chicano's faced in the educational system during the 1980's. Chicano's weren't given rights to attend and practice schooling equally nationwide. They were also faced with social, political, and economic barriers that prohibited Chicanos to receive proper treatment in the public eye.

We will use this source to show the struggles that Chicano's faced that eventually caused a major walkout.

MacNeil, Sara. "Zimmerman Library Murals Have Drawn Ire for Decades." DailyLobo.com.

Last modified October 6, 2016. Accessed November 15, 2019.

<https://www.dailylobo.com/article/2016/10/6-murals-controversy>.

This website provides information on the controversies of the Zimmerman library Murals. It briefly touches on them being vandalized in the 1970s and the 1990s. It discusses how the murals were probably found as 'progressive and liberal' at the time. Then it explains how else these murals are offensive not only to Chicanos but to women as well.

Martinez, Christina Catherine. "'La Raza': A powerful vision of the struggle for Chicano rights"

['La Raza': A powerful vision of the struggle for Chicano rights]. CNN Style. Last modified September 27, 2017. Accessed November 18, 2019.

<https://www.cnn.com/style/article/la-raza-autry-museum-los-angeles/index.html>.

The web page describes the troubles Chicano's had endured throughout the 1960's. The major conflicts being labor rights, youth driven anti-discrimination, and anti-war protest. These problems later led to the creation La Raza magazine. The magazine aimed to witness the struggle for social justice. We will us this source to show how photography aimed to the public helped the progression of the Chicano Movement.

Mary Hudetz, Associated Press. "UNM administration recommends covering controversial murals." Las Cruces Sun News. Last modified October 9, 2019. Accessed October 10, 2019.

<https://www.lcsun-news.com/story/news/local/new-mexico/2018/10/09/unm-administrati-on-recommends-covering-controversial-murals/1577559002/>.

This website provided information of the Three Peoples Mural being covered up because people found these murals racist toward Chicanos. These murals were not destroyed because of the controversy of this situation. Some people saw these murals as racist while others saw it as a representation of the community history.

Mendez, Sylvia. "Righting a Wrong." Mendez vs. Westminster.

<http://sylviamendezinthemendezvswestminster.com/aboutus.html>.

Sylvia Mendez was a child going to a school in California, she was staying with her aunt and her cousins. They went to go and register and would not let her and her siblings into the "white" school. Her mom then sued the school for not letting them attend because they had Hispanic last names.

Mendoza, Valerie, ed. "Chicano! History of the Mexican American Civil Rights Movement."

Albany.edu. Last modified 1996.

<https://www.albany.edu/jmmh/vol3/chicano/chicano.html>.

This site gives a lot of information regarding multiple Chicano Movement acts. Specifically the "Taking Back the Schools" article which gave me insight on some people involved in the LA sitout and a little bit of what happened during the sitout.

Montoya, Margaret E. "Chicano Desegregation Cases" [Chicano Desegregation Cases]. *Berkeley La Raza La Journal* 12 (October 28, 1972): 162-70. Accessed November 7, 2019. <http://scholarship.law.berkeley.edu/cgi/viewcontent.cgi?article=1082&context=blrlj>.

The journal describes the issue of segregation of schools between Chicanos and Americans during the 1960's. Many lawsuits were filed telling that schools had completely taken away Chicano's 14th amendment. Chicanos also argued that the segregation caused unequal opportunities for any person with Chicano ethnicity. Chicano segregation was everywhere in Santa Ana, where city pools had Mexican Mondays. Many felt ashamed at the time to be Chicano. We will use this source to show the resistance the Chicano movement had but also the helping organizations that aided the movement.

National Museum of American History, ed. "Tierra o Muerte" [Land or Death]. National Museum of American History. Last modified 1967. [https://americanhistory.si.edu/collections/search/object/nmah\\_1142283](https://americanhistory.si.edu/collections/search/object/nmah_1142283).

This site gave information about the fights for land grants after the Treaty of Guadalupe Hidalgo. It expresses how people felt about the Treaty and especially about them not getting the land they were promised. There were protests regarding the Land Grants and the main saying or how people reacted was "Tierra o Muerte" which is Death or Land. People were willing to die for the land they were promised and they fought back to get the land.

Navarro, Joe. *Chicanos Shake up the System*. Accessed October 7, 2019. <https://www.marxists.org/history/erol/nm-8/lrs-chicano-power.pdf>.

The report described the many lawsuits filed in New Mexico during the 1980's for equal representation of Chicanos in political, and social offices. In 1986 New Mexico legislation mandated that cities high in population elect Chicano officials into city councils and school boards. This caused many Chicano programs and organizations to form allowing Chicanos to be represented equally in a variety of things.

Navarro, Joe, Evaristo Garza, Catalina Chavez, Roberto Berto Flores, and Julia Santos. "Chicano Power: The Struggle for Chicano Political Representation and Empowerment in the Southwest." Accessed October 10, 2019. <https://www.marxists.org/history/erol/nm-8/lrs-chicano-power.pdf>.

This source provided information about the political changes in New Mexico in the 1980s. Lawsuits were taken to court to abolish laws that were preventing Chicanos from running for office or working in any type of administration. When laws took effect, there was more Chicanos in office and better representation for their Chicano rights.

Net Industries. "Problems and Achievements" [Problems and Achievements ]. Chicano Movement . Last modified 2019. Accessed November 17, 2019.

<https://science.jrank.org/pages/8593/Chicano-Movement-Problems-Achievements.html>.

The web page details the problems and achievements of the Chicano Movement. As the Chicano movement gained momentum targets of the movement began appearing, strategies were being planned, and tactics were being used all to weaken political power. The behavior of the Chicano's caused outrage in the community. Police beatings and arrests were on the rise along with equal right protesting. We will use this source to show the resistance but also the allies of the Chicano Movement.

Nevins, Joseph. "Lessons of the Chicano Movement Today." NACLA. Last modified September 7, 2018. <https://nacla.org/blog/2018/09/07/lessons-chicano-movement-today>.

This site discusses how people were trying to connect the Chicano movement to immigration in order to get it better recognized. It also talks about how the Chicano movement has disappeared and reappeared multiple times throughout history. It gives information about a couple of not well-known organizations, how and where they got founded.

———. "Lessons of the Chicano Movement Today." Nacla. Last modified September 7, 2018 . Accessed November 12, 2019.

<https://nacla.org/blog/2018/09/07/lessons-chicano-movement-today>.

This website fills in the impact that the Chicano Movements left and how it helped shape the Chicano community in and out of the educational system.

*New Mexico Lobo* (Albuquerque, NM). "Summer Session Offers Chicano Studies." February 26, 1970. Accessed November 18, 2019.

[http://digitalrepository.unm.edu/cgi/viewcontent.cgi?article=1021&context=daily\\_lobo\\_1970](http://digitalrepository.unm.edu/cgi/viewcontent.cgi?article=1021&context=daily_lobo_1970).

This article talks about the Chicano Studies Program during the summer. It discusses the various workshops that would be provided. It also discusses the programs supporting the Chicano Program like the United Mexican American Students. It also talks about the support provided by the community and others.

Nittle, Nadra Kareem. "History of the Chicano Movement." ThoughtCo.com. Last modified September 28, 2019. Accessed October 9, 2019.

<https://www.thoughtco.com/chicano-movement-brown-and-proud-2834583>.

This source gave background information about the Chicano Movement. It gave me information about the whole movement and gave me incite on who could have supported the movement.

Ortiz, Vilma. "Racial Identity and Racial Treatment of Mexican Americans." In *NCBI*. Accessed November 7, 2019. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3846170/>.

The source details the racial barriers Chicano's faced, limiting their participation in society. Chicano's had received lower levels or education compared to Whites over

generations. The paper tells of the effect of the race of Chicano's and how it directly ties to social interactions, and their treatment in education. We will use this paper to show the breaking of a racial barrier.

Padilla, Steve, Vanessa Martinez, and Priya Krishnakumar. "1968: A Timeline of Anger Grief and Change." *latimes.com*. Last modified March 1, 2018. Accessed October 6, 2019. <https://www.latimes.com/projects/la-na-1968-timeline/>.

This website gave information about what was happening the same year the L.A. Walkouts happened, allowing an analysis of why the organization decided to go through with the walkouts when they did.

Palazzolo, Nick. "Chicano students strike for equality of education in Crystal City, Texas, 1969-1970." *Global NonViolent Action Database*. Last modified May 16, 2013. Accessed May 22, 2020. <https://nvdatabase.swarthmore.edu/content/chicano-students-strike-equality-education-crystal-city-texas-1969-1970>.

This webpage told the story and gave much information of the barriers and the movements the students at Crystal West High faced and achieved.

Pao, Maureen. "Cesar Chavez: The Life Behind A Legacy Of Farm Labor Rights." *NPR*. Last modified August 12, 2016. <https://www.npr.org/2016/08/02/488428577/cesar-chavez-the-life-behind-a-legacy-of-farm-labor-rights>.

This site gives background information on the march to Austin, Texas in the 1960's. It gives incite on Cesar Chavez and how he did things, specifically his nonviolent ways of protesting, he took these ideas from Mahatma Gandhi and Martin Luther King Jr.

PBS. "Los Angeles Walk Out." Video file, 11m 4s. *PBS*. September 30, 2013. Accessed November 3, 2019. <https://www.pbs.org/video/latino-americans-los-angeles-walk-out/>.

In 1968 Sal Castro organized the East Los Angeles High School walkouts, a series of protests against unequal conditions in Los Angeles Unified School District schools. This video clips was a series of interviews with the people that started and had a very large impact on Chicano Education. To hear the people that lived and were apart of that moment was very helpful because it helped hear and get the story and feelings from different perspectives

Pollack, Andrew. "The Struggle for Chicano Liberation." In *Encyclopaedia of Trotskyism On-Line*, edited by ETOL Editors. *ETOL*. Accessed November 10, 2019. <https://www.marxists.org/history/etol/document/swp-us/misc-1/chicanlib2.htm>.

The reference source described the history of the Chicano movement along with information on the rights of Chicano in the classroom and in the job field. The source also talks about the long battle Chicanos fought in order to get equal rights by attempting to create their own party. Chicano's also started to set up organizations and groups

in-order to help protect the rights of all Chicano's. We will use this source to show the helping hands that set the Chicano movement into action.

Ramos, George. "Brown Berets Are Back, with a New Mission for the '90s" [Brown Berets Are Back, with a New Mission for the '90s]. *LA Times* (Los Angeles , California/ U.S ), July 12, 1993. Accessed November 12, 2019.  
<https://www.latimes.com/archives/la-xpm-1993-07-12-me-12525-story.html>.

The newspaper article describes the motives of the pro Chicano movement organization, the Brown Berets. The Brown Berets fought for equal representation in the public eye. Brown Berets protested often and whenever in-order to get their point across. The Brown Berets had very famous members including Cesar Chavez who fought for equal Chicano rights in the work field. We will use this source to show the organizations that pushed for Chicano equality.

Rao, Sameer. "University of New Mexico May Remove Murals That Ignore Indigenous POV." *Colorlines.com*. Last modified October 9, 2018. Accessed October 24, 2019.  
<https://www.colorlines.com/articles/university-new-mexico-may-remove-murals-ignore-indigenous-pov>.

This website gave information about why people at the University of New Mexico saw the Three Peoples mural as racist. Students found this mural racist because the murals depicted how the Latino and Indigenous people were there to support the white male. Students felt as if they were forced to look at these degrading murals because of their placement in the library.

Rodriguez, Armando M., and Keith Taylor. *From the Barrio to Washington: An Educator's Journey*. Accessed November 15, 2019.  
[https://books.google.com/books?id=i7yCZtizatKC&pg=PA87&lpg=PA87&dq=washington+middle+school+albuquerque+walkouts&source=bl&ots=y715aTv6eo&sig=ACfU3U2r7QPAz1uDkAxvgpPyXYWd\\_\\_Hv3g&hl=en&sa=X&ved=2ahUKEwjut8DH5-3lAhWPpp4KHdpJBWkQ6AEwBnoECAkQAQ#v=onepage&q=washington%20middle%20school%20albuquerque%20walkouts&f=false](https://books.google.com/books?id=i7yCZtizatKC&pg=PA87&lpg=PA87&dq=washington+middle+school+albuquerque+walkouts&source=bl&ots=y715aTv6eo&sig=ACfU3U2r7QPAz1uDkAxvgpPyXYWd__Hv3g&hl=en&sa=X&ved=2ahUKEwjut8DH5-3lAhWPpp4KHdpJBWkQ6AEwBnoECAkQAQ#v=onepage&q=washington%20middle%20school%20albuquerque%20walkouts&f=false).

Chapter nine of this book talks about a walkout that took place in 1966 within a conference. This conference was about English only speaking in workplaces and school environments. In the conference, there was a unanimous agreement to perform a walkout. This walkout helped Mexican Americans achieve positions of power which most likely led to the establishment of Chicano Studies programs throughout the state.

Rodriguez, Roberto. "The Origins and History of the Chicano Movement." Occasional Paper No.7. Last modified April 1996. <https://jsri.msu.edu/upload/occasional-papers/oc07.pdf>.

This source gives information on the Chicano movement, how it is linked or connected with the Civil Rights movement and the development of Chicano Studies.

Romero, Dennis. "A Chicano Renaissance?" *NBC News*. Last modified July 15, 2018. Accessed October 11, 2019.



<https://www.nbcnews.com/news/latino/chicano-renaissance-new-mexican-american-generation-embraces-term-n869846>.

The article describes the trouble Chicano had to face before the Chicano uprising occurred. With the increase of Chicano population throughout the country Americans treated the race as nothing and not important to society. As a result the massive population of Chicanos started school walkouts and protest in order to fight for equal rights in and out of school. We will use the source to describe the events that occurred before the Chicano movement gained momentum.

Rosales, F. Arturo. "The History of the Mexican American Civil Rights Movement" [The History of the Mexican American Civil Rights Movement]. HERB. Last modified 1997. Accessed November 11, 2019.

[https://herb.ashp.cuny.edu/files/original/chicanoch10\\_4ee28cb70c.pdf](https://herb.ashp.cuny.edu/files/original/chicanoch10_4ee28cb70c.pdf).

The web-page describes the problems of the Chicano racial barrier. Many organizations fighting for the Chicano movement mainly focused on equality in education. This fight for education reform caused a series of poems and books to be written on the stage of the Chicano movement. Including "Three Days to Go" by Ricardo Sanchez that told the story of the early stages of the Chicano Movement. We will use the source to detail the important people that kick started the Chicano movement.

Saba, Paul, ed. "Chicano Liberation and 1984." Anti-Revisionism On-Line . Last modified March 8, 1984. Accessed November 12, 2019 .

<https://www.marxists.org/history/erol/ncm-7/lrs-chicano-84.htm>.

This site enables many to see the tragedy throughout Chicano/a history. The site goes into depth with poverty, empty bellies, overcrowded schools, homeless families and long lines of unemployed. Unite to defeat Reagan as they believed The only "recovery" Chicano/a's need is to throw out Ronald Reagan in 1984, and to send a message to every capitalist in the country that enough is enough and the fight is within their liberation. Lastly it gave useful research on their road to unity and how they fought for their culture until a change was made.

———, ed. "A Personal history of the Chicano Student Movement." Anti-Revisionism On-Line . Last modified March 7, 1986. Accessed November 15, 2019.

<https://www.marxists.org/history/erol/ncm-7/lrs-flores.htm>.

This site goes through the important impacting history from the Chicano Movements starting with the The turbulent '60's through the Upsurge in the 1970's and then wrapping it up with how MEChA goes national. This website is very useful because of the movement era we are able to visualize and understand the Chicano/a equal racial movements and impacts.

Sahagun, Louis. "East L.A., 1968: 'Walkout!' The day high school students helped ignite the Chicano power movement." Los Angeles Times. Last modified March 1, 2018. Accessed September 15, 2019.

<https://www.latimes.com/nation/la-na-1968-east-la-walkouts-20180301-htmlstory.html>.

This website gave me more dates, time as well as detail on the walkout helping me shape the bigger idea of the walkout showing me the cons and pros of this movement.

———. "The East-side 13." LATimes.com. Last modified March 8, 2018. Accessed November 8, 2019.

<https://www.latimes.com/nation/la-na-eastside-13-walkouts-20180308-story.html>.

This site gave me information on the East L.A. walk out and some of the kids involved. It also says the kids committed a "crime" and they went to jail because the protests were seen as some sort of communism.

Sanchez, Hayley. "1969 Denver school walkout helped launch Chicano movement." The Gazette. Last modified March 23, 2019. Accessed May 20, 2020.

[https://gazette.com/news/1969-denver-school-walkout-helped-launch-chicano-movement/article\\_042e8e70-4bfc-11e9-a52b-032ac4e13e3b.html](https://gazette.com/news/1969-denver-school-walkout-helped-launch-chicano-movement/article_042e8e70-4bfc-11e9-a52b-032ac4e13e3b.html).

This webpage informed us with the stages and achievements the Chicano students went through to get the same rights as any other would. It provided conversations with students who went through the movements which really brought the history alive because we could hear what they really thought and happened to them.

Simpson, Kelly. "East L.A. Blowouts: Walking Out for Justice in the Classrooms." KCET. Last modified March 7, 2012. Accessed November 6, 2019.

<https://www.kcet.org/shows/departures/east-la-blowouts-walking-out-for-justice-in-the-classrooms>.

This website extends our knowledge because it goes into deeper details on the justice walking out of the classroom helping

Sisneros, Samuel. "Guest Column: 'Three Peoples' Mural Unchanged after Decades of Protest." DailyLobo.com. Last modified October 30, 2017. Accessed October 6, 2019.

<https://www.dailylobo.com/article/2017/10/guest-3-peoples>.

This Web Page gave more information about the history of the mural, "The Three Peoples". This page talked about how the mural has been a topic of controversy ever since it was created in 1939. This is the reason it was defaced in 1970 and 1974.

Solorzanovb, Daniel G. "The Chicano Educational Experience." Educational Policy. Last modified September 1, 1995.

<https://journals.sagepub.com/doi/10.1177/0895904895009003005>.

This site gives a little bit of information regarding the educational conditions and the low achievements of Chicano children.

Staff. "THE BROWN BERETS Young Chicano Revolutionaries ." Fight Back ! News. Last modified February 1, 2003. <http://www.fightbacknews.org/2003winter/brownberets.htm>.

This website provided an interview with Carlos Montes, one of the founders and former Minister of Information of the Brown Berets National Office in East Los Angeles from 1967 to 1970. This interview was helpful to read and understand from a former

mister as a founder for a Chicano/a organization the way things were handled as well as how it made him as well as others feel and see the change, impact first hand.

———, ed. "Young Chicano Revolutionaries." Fight Back. Last modified February 1, 2003.  
<http://www.fightbacknews.org/2003winter/brownberets.htm>.

This site has Carlos Montes answering different questions revolving around the Chicano Education. He answers who the Brown Berets are and things they did t get the word out.

"Student Demands: from 1968 Blowouts, East Los Angeles." Journal of Chicano National Liberation.  
<https://siglodelucha.wordpress.com/2018/02/24/student-demands-from-1968-blowouts-east-los-angeles/>.

Tellez, Frank R. "The Underrepresentation of Hispanics as Tenured or Tenured Track Professors: A Critical Analysis of Hispanic Faculty at Three Southwestern Universities." DigitalRepository.unm.edu. Last modified April 15, 2019. Accessed November 20, 2019.  
[https://digitalrepository.unm.edu/cgi/viewcontent.cgi?article=1111&context=educ\\_llss\\_etds](https://digitalrepository.unm.edu/cgi/viewcontent.cgi?article=1111&context=educ_llss_etds).

This repository from the University of New Mexico shows the little progress The University of New Mexico and other Southwestern universities in giving tenure to Mexican teachers. It describes the racism in Albuquerque in the 1960s.

*This Land is My Land*. "This Land is My Land." NPR. March 11, 2016. Hosted by Latino USA.

This was a podcast with Reies Lopez Tijerina and he talked about the activism he did with the land grant rights. He gave information about what he had to do and how he fought for the Mexicans/Chicanos to get their land back. It also looked back on everything he did with the land grants.

United Way, ed. "1968 Walkout Demands." UnitedWayLA.org. Last modified February 26, 2018. Accessed December 16, 2019.  
<https://www.unitedwayla.org/en/news-resources/blog/1968-walkout-demands/>.

This web page provides further information about the East Los Angeles Walkouts. It describes what was demanded from the school districts to discontinue the walkouts. Protesters demanded change within the schools, such as more accommodations for Mexican-American students, representation of Mexican history in the curriculum, and no prejudice from administrators or teachers. The demands also include students' rights, the facilities their given, and the type of administrative representation they receive. These demands give incite to why the Chicano programs were set up the way they were and shows which rights were implemented and which were not.

University of Washington. "Chicano Movement Maps/ Charts." Map. Mapping American Social Movements . September 27, 2017. Accessed November 12, 2019.  
[https://depts.washington.edu/moves/brown\\_beret\\_map.shtml](https://depts.washington.edu/moves/brown_beret_map.shtml).

The maps show Brown Beret units across America between 1967-1972 along with tracking the number of Latino Americans, boycotts/protests, and student organizations created as a direct result of the Chicano Movement. We will use these maps to show the spread of the Chicano movement throughout the U.S.

UNM. "Resources for Racial Equity." Institute For The Study of Race and Social Justice. Last modified 2016. <https://race.unm.edu/equity.html>.

This site gives resources and a better understanding of what Ethnic Studies does along with some resources and people to get a hold of.

"UNM Chicana/o Studies." The University of New Mexico. Accessed November 4, 2019. <http://chicanos.unm.edu/>.

This website provided information about the modern Chicano studies program. It talks about what the program highlights: Chicana/o cultural studies, Politics and social justice, and The transnational U.S.-Mexico experience. The program has expanded to offer courses on gender, sexuality, arts and culture, political and social mobilization, immigration and citizenship, history and heritage, land grant studies, Chicana feminism, and queer studies. These courses are also taught in English and Spanish.

UNM Newsroom. Last modified October 4, 2018. Accessed October 3, 2019. <https://news.unm.edu/news/unm-zimmerman-mural-update>.

This website has information based on the process on behalf of the University to discuss community impact and response. It also provides useful quotes that help tell the story as well as an image.

UNM Newsroom. "UNM Zimmerman mural update." UNM Zimmerman Mural Update. Last modified October 4, 2018. <https://news.unm.edu/news/unm-zimmerman-mural-update>.

This source gave me information on some things that are being done in order to get the mural fixed and changed so that everyone has equal representation

UWGLA. "HISTORICAL PHOTOS FROM THE 1968 EAST L.A. WALKOUTS." United Way of Greater Los Angeles. Last modified February 26, 2018. Accessed November 3, 2019. <https://www.unitedwayla.org/en/news-resources/blog/historical-photos-from-the-1968-east-l-a-walkouts/>.

This website provides 23 very helpful images that brought the story of the East L.A. walkouts to life and better understanding. It pictured the walkout and cultural barrier in action with the ways and ideas of the protesters which is very helpful to see the conflicts and the stands instead of only reading and listening about them.

"THE WALKOUT — HOW A STUDENT MOVEMENT IN 1968 CHANGED SCHOOLS FOREVER (PART 1 OF 3)." United Way. Greater Los Angeles. Last modified February 26, 2018. Accessed September 26, 2019. <https://www.unitedwayla.org/en/news-resources/blog/1968Walkouts/>.

This website full filled my knowledge on the walkout in east L.A. when a group of students led a series of walkouts that resulted in change to the education system that many thought was impossible. This was before social media. Before 24-hour news cycles. Before cell phone videos. The 1968 Walkouts changed the lives of thousands, if not millions, of students. This website helped me see one side of the many stories from the walkout.

"What is the Chicano Movement." Exploring the Chicana Feminism Movement .  
[http://umich.edu/~ac213/student\\_projects07/latfem/latfem/whatisit.html](http://umich.edu/~ac213/student_projects07/latfem/latfem/whatisit.html).

This gives information on what a Chicana is and the discrimination they went through for being a woman and for being Chicana. It talks about a Chicana Feminism reform and the things they did to fight for equality.

"What Is the Significance of the 1968 East L.A. Walkouts?" DailyHistory.org. Last modified June 7, 2019. Accessed October 10, 2019.  
[https://dailyhistory.org/What\\_is\\_the\\_significance\\_of\\_the\\_1968\\_East\\_L.A.\\_Walkouts%3F](https://dailyhistory.org/What_is_the_significance_of_the_1968_East_L.A._Walkouts%3F).

This website gave information about the importance of the East L.A. Walkouts. From this source, I can infer that organizations formed because of the walkouts. For example, Movimiento Estudiantil Chicano de Aztlan was formed in 1969 a year after the walkouts. This group help make progress for the rights because they took political action.

Wolf, Jessica. "East L.A. Chicano student walkouts: 50 years later." *UCLA*. Last modified March 9, 2018. Accessed November 6, 2019.  
<http://newsroom.ucla.edu/stories/east-l-a-chicano-student-walkouts:-50-years-later>.

Chicano Studies Research Center looks back at a critical moment in the Civil Rights extending our knowledge on the impact the civil rights had.

Wood, Robert Turner. *The Postwar Transformation of Albuquerque, New Mexico, 1945-1972*. Accessed November 18, 2019.  
[https://books.google.com/books?id=7rIEBAAAQBAJ&pg=PA248&lpg=PA248&dq=Robert+Bransford+unm+chicano+studies&source=bl&ots=-9BLB586FZ&sig=ACfU3U3a5dcRwPqwLRilyH\\_U46YXn1VAYA&hl=en&sa=X&ved=2ahUKEwi38dqk3vTIAhW8CjQIHYSrDiAQ6AEwAHoECAkQAQ#v=onepage&q=Robert%20Bransford%20unm%20chicano%20studies&f=false](https://books.google.com/books?id=7rIEBAAAQBAJ&pg=PA248&lpg=PA248&dq=Robert+Bransford+unm+chicano+studies&source=bl&ots=-9BLB586FZ&sig=ACfU3U3a5dcRwPqwLRilyH_U46YXn1VAYA&hl=en&sa=X&ved=2ahUKEwi38dqk3vTIAhW8CjQIHYSrDiAQ6AEwAHoECAkQAQ#v=onepage&q=Robert%20Bransford%20unm%20chicano%20studies&f=false).

This book discusses the changes in Albuquerque between 1945 and 1972. This included the new minority programs at the University of New Mexico. It discusses the morale of the overall University during the time that the Chicano studies emerged. It is said that the University was not focusing as much on the dominant Anglo patterns and was becoming more 'culturally pluralistic.'

Wright, Ally. "The Sixties: Years That Shaped a Generation." Edited by Margot Chase. PBS.org. Last modified 2005. Accessed October 6, 2019.  
[https://www.pbs.org/opb/thesixties/timeline/timeline\\_text.html](https://www.pbs.org/opb/thesixties/timeline/timeline_text.html).

This web page gave additional incite to what was happening during the 1960s. This information gave a better understanding of why the walkouts happened during this time. Since the Civil Rights movement was going on, the Chicano Education movement was inspired.

Wright, Amy Nathan. "Reises Tijerina." In *Encyclopedia Britannica*, 1. Last modified February 7, 2014. Accessed October 6, 2019.  
<https://www.britannica.com/biography/Reies-Lopez-Tijerina>.

The reference source gives information on the work of Chicano activist Reies Tijerina in New Mexico, along with a brief description of his early life. Moving into New Mexico in 1957 Tijerina began joining families who have lost their land and stood up with appeals to the Mexican government. Most of which being unsuccessful but caused Tijerina into a land grant movement. Tijerina created La Alianza Federal de Mercedes which was a Federal Alliance of Land Grants The land of San Joaquin was claimed by Tijerina but was charged and arrested along with other members of La Alianza for assault on government officials. Tijerina got bailed out and continued to claim land grants for Chicanos. We will us this reference to show Chicano representation in New Mexico.

### **Tertiary Sources**

Tijerina, Reies Lopez. "Chicano Protest 1969." Faculty Chass. Last modified 1969.  
<https://faculty.chass.ncsu.edu/slatta/hi216/documents/tejerina.htm>.

Tijerina gives his perspective on what he went through when he was in jail while the Chicano protests were happening.