

REFUSING TO FORGET

The Life of Jovita Idar

Teaching Texas History
4 Day Curriculum for 7th Grade Classrooms
Instructor Guide & Student Workbook Included

Summer 2017

WRITING TEAM

LEAD ADVISOR:

Professor Monica Muñoz Martinez
BROWN UNIVERSITY

Nicole G. Sintetos

*PHD Student in American Studies
Brown University*

Katie Vogel

*MA in Public Humanities, 2017
Brown University*

Ricardo Frasso Jaramillo

*BA Candidate in Ethnic Studies, 2018
Brown University*

*MANY THANKS TO THOSE WHO HAVE PROVIDED FEEDBACK DURING ALL PHASES
OF CURRICULUM CONSTRUCTION:*

**JENNY LI, ALYSSA GONZALEZ, KELSEY KLINE, LINDSEY DOWSWELL, FRANK
HERNANDEZ, ERIC IDAR MENDOZA, FELICIA BEVEL, and MACKENZIE ABERNETHY,**

*WE WOULD LIKE TO THANK THE FOLLOWING ORGANIZATIONS WHOSE
CURRICULUM HAS INSPIRED OUR OWN IN BOTH CONTENT AND MISSION:*

**FACING HISTORY AND OURSELVES
THE ZINN EDUCATION PROJECT
BROWN UNIVERSITY'S THE CHOICES PROGRAM
THE BULLOCK TEXAS STATE HISTORY MUSEUM**

THE REFUSING TO FORGET TEAM

Trinidad Gonzales
Sonia Hernández
Benjamin Johnson
John Morán González
Monica Muñoz Martinez

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Note to the Instructor:

This lesson plan was written specifically for Texas seventh grade classrooms and provides historical context and activities for educators interested in contextualizing the Jovita Idar historical marker. We are working to expand our scope to include a wider age group and to make this lesson plan more accessible for classrooms across the country. In the meantime, we hope that instructors can adapt this curriculum to best serve the needs of their classroom. We are always looking to improve, and we welcome your feedback.

Lesson Plan Statement of Purpose:

Jovita Idar was a journalist, teacher, nurse, feminist and civil rights pioneer who fought for the rights of Mexicans and Mexican Americans living in South Texas in the early twentieth century. Throughout her life, Idar took a stand against oppression and advocated for equality and freedom. The purpose of this lesson plan is to encourage the discussion and remembrance of a local hero and to gain a better understanding of the context of Jovita Idar's advocacy. While our nation's history has recognized other civil rights activists, we have yet to fully recognize the accomplishments of this Laredo native or to give her proper place in our state's historical memory.

Key Questions:

How did Jovita Idar fight for justice on behalf of Mexicans and Mexican Americans in early 20th century Texas? What should Idar be remembered for and how can we remember her and other civil rights heroes like her? How can we incorporate the study of newspaper accounts, oral histories, and local memory in Texas state history?

Texas State Standards and Skill-Based Learning Objectives:

7.6A: Identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the factors leading to the expansion of the Texas frontier.

7.6B: Identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the development of the cattle industry from its Spanish beginnings and the myths and realities of the cowboy way of life

7.6C: Identify significant individuals, events, and issues from Reconstruction through the beginning of the 20th century, including the effects of the growth of railroads and the contributions of James Hogg

7.7D: Describe and compare the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements.

7.8A: Create and interpret thematic maps, graphs, charts, models, and databases representing various aspects of Texas during the 19th, 20th, and 21st centuries

7.17B: Describe the importance of free speech and press in a democratic society

7.21A: Differentiate between, locate, and use valid primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas

TEACHER GUIDE - DAY 1: LOCAL HISTORY AND THE LIFE OF JOVITA IDAR

Supplies Needed: Pens, student hand-outs, projector, internet connection, and teacher's computer.

Opening Writing Prompt:

Describe the town or city you live in. What are some of the first images that come to mind? Describe the sounds, smells, popular types of foods, popular types of businesses. What are the buildings that stand out? How do people get around (car, bus, subway, walk)? What are your favorite places to visit? Try to paint a picture so that someone who has never visited your town or city can get a picture of what life is like.

Have students share descriptions with class or in small groups.

After students complete their writing prompt, broaden the focus to introduce this unit on local Texas history. Often, in order to meet the scale of national curriculum requirements, many textbooks are forced to skip over more textured local histories. This unit hopes to help students situate themselves within Texas history, and to bring to light the important work catalyzed by the Texans who came before them.

Jovita Idar Biography:

Possible script for transition: Thank you for sharing. This week's unit will focus on the life of a woman named Jovita Idár. Have any of you heard of her? One of the exciting aspects of history is that we can learn so

much about a period of time by looking at the life of a single person.

After students read aloud the brief biography of Jovita Idár, ask what the wonder or would like to learn about Idar in a KWL [Know-Wonder-Learned] chart.

FURTHER QUESTIONS

Q What questions do they have about this time period?

Q About the Idár Family?

Q Where is the students' home town in relation to Laredo? See image 1 in the slide show (mark on map).

Q What key dates should we place on the timeline provided?

Contextualizing the Time Period:

Shift the focus to the table on the back of Idár's biography. Students will look at immigration trends first by analyzing the static table of population shifts, then by looking at a digital map (projector needed).

TEACHER GUIDE - DAY 1: LOCAL HISTORY AND THE LIFE OF JOVITA IDAR

Teaching With Technology: Visualizing Data

Project the *New York Times* Interactive Immigration Explorer:

•
<http://www.nytimes.com/interactive/2009/03/10/us/20090310-immigration-explorer.html>

This is a helpful mapping tool to help students understand immigration trends during this time period.

1. Scroll the timeline from 1880 to 2000: What are the biggest changes you notice over time?
2. For the years 1890, 1900, and 1910: Where are the majority of people immigrating from? Who is the largest immigrant group in your state? What about in your county?
3. What information does the map leave out that you would like to know?
4. Immigration to the United States doubled from the 1890s to the 1900s. How did this impact the local population in Texas versus other states? In Laredo? In the student's hometown?

Homework Assignment Day 1:

In preparation for Day's Two's classwork on the power of the press, assign an article from a local or national online newspaper for students to read.

Or, if possible, **ask faculty to bring in paper copies of the local newspaper the week before so students can have their own hard copy to peruse in the evening.** It is fine if the papers are from different days: the key is to ask students to see the major issues being talked about today.

Assignment: Ask students to spend 15 to 20 minutes reading through the newspaper. Each student should pick one article to read alongside the Newspaper Exploration worksheet.

Who was Jovita Idar

History is often told in broad, sweeping, strokes, but in this unit, we hope to bring to light a portion of Texas history by looking specifically at the life of Jovita Idar. Over the course of four days, we will consider the tools researchers use to investigate history, from oral histories, to census data, to images long hidden in libraries, in order to consider what the past can tell us about the present.

Born and raised in Laredo, Texas, Jovita Idar (1885-1946) was a journalist, teacher, nurse, and activist who worked for the rights of the Mexican and Mexican-American population in south Texas. Jovita Idar grew up along the Texas-Mexico border during a period of major change and transition. New technology in agriculture and easier modes of transportation, such as railways, began a new chapter in the history of south Texas and northeastern Mexico. Residents of South Texas witnessed an increase of European- American immigrants. Because of this change, race relations intensified along the border. Further, in 1910, the violence of the Mexican Revolution forced many Mexicans to seek safety across the US- Mexico border. During this period in the early 1900s, those of Mexican heritage were regularly subject to unfair treatment and violence as anxiety over race increased. Hundreds, perhaps thousands, of ethnic Mexicans living in Texas were unfairly killed between 1910 and 1920.

To push back against the violence, Jovita Idar and her family often wrote about the injustices they witnessed in their newspaper, *La Crónica*. Idar dedicated her life to addressing issues of violence, and through her writing, imagined a better world for Texas and its residents.



Jovita Idár (1885-1946)

1885

1910

1946

Today



STUDENT HANDOUT DAY 1: LOCAL HISTORY AND THE LIFE OF JOVITA IDAR

Population Shifts in Major Texas Cities

	Dallas	Houston
1880	16,513	10,358
1890	27,557	38,067
1900	44,635	42,638

What years saw the most population growth in Texas?

Researcher's Tool Box: The Census

Researchers often rely on census data to better understand shifts in population over time. Though the census data, or population counts, are not exact, they can give an estimate of how areas grow with each generation.

Notes on Digital Maps:

Laredo in 1910: “(Laredo has) a healthy and pleasant climate, an industrious and law abiding population, abundant and cheap labor, supplied with all the modern appliances for comfort, water works, electric lights, telephone exchange, costly public buildings, churches, schools, and private residences, smelters, and scapling works, ice factories, machine and car shops . . . a population of 15,000 souls and a taxable wealth of \$3,000,000.” – Laredo Times, 1910

Laredo 2010 Population: 236,091 people

Name

Date:

Media Minute Sheet

Title:

Author:

Date of Publication:

Source:

Summarize the article:

What was the author's most important point? (1 sentence)

Why did you pick this article? (1-2 sentences)

What question(s) did the article leave you with?

TEACHER GUIDE - DAY 2: JOVITA IDAR & THE POWER OF THE PRESS

Opening “Do Now”: Media Minute Challenge

Arrange students in groups of three to five. Have them take out their Media Minute Worksheet and review their article for a few minutes.

Students will have exactly 60 seconds to pitch to their group why their article was the most interesting. They should both relay why the content was interesting and perform their pitch in an engaging way. The teacher can model this quickly before beginning the competition.

Teacher will time 60 seconds between each student. The “winner” in each group will report to the class.
(10 to 15 minutes)

Consider asking students how they hear about the news by a raise of hands. From the newspaper? From the internet? From social media? From the radio? From the television? Note how students now absorb news from different sources. **Q**

La Cronica Close Reading Circles

Today’s lesson will focus on one of the Idar Family’s newspapers, *La Crónica*. Read aloud with the class the Day 2 text, reiterating the terms in bold.
(5-7 minutes)

An optional in-class lesson is available in the appendix. Three separate handouts with Spanish excerpts of *La Crónica* articles are available for students to read and discuss in groups. Guided questions are

provided on the student worksheets. Have students from each group present to the class on the major issues or themes and write a list on the board. **(20 minutes)**

Images from the Past: Violence Printed in the Press

The following portion of the lesson deals with difficult material, and should be discussed with the class as a whole.

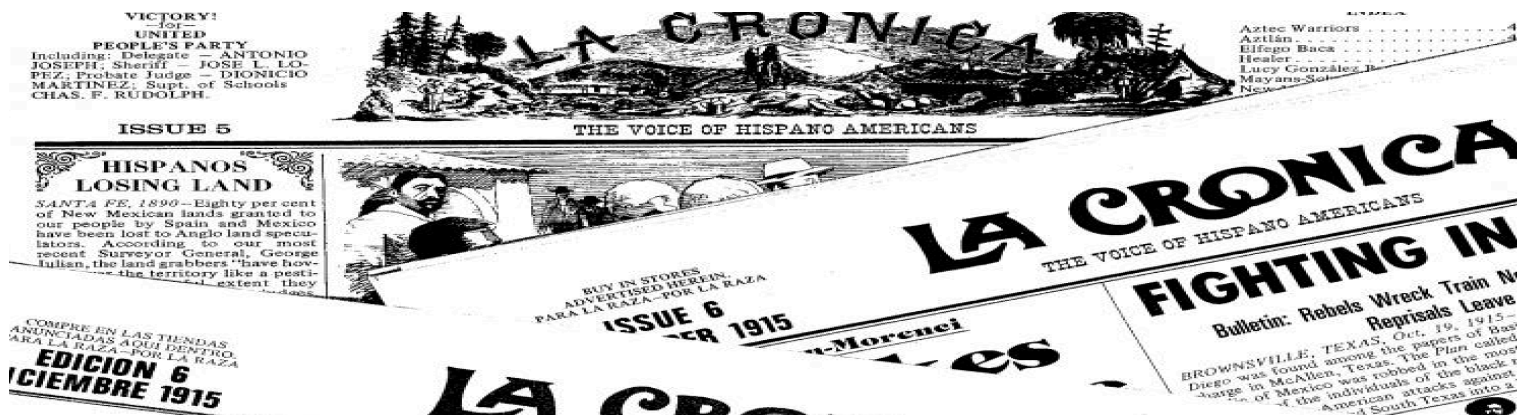
Based on the issues raised in the *La Crónica* about language, school segregation, and vigilante justice, walk students through a close reading of the two images. Note that if a student had opened the *Laredo Times* in 1916, they would have been faced with image 1. What questions do they have? How does the image make them feel? Most will ask about the death of the two men.

You can note that the increased Anti-Mexican sentiment at this time led to extra-legal violence, or illegal violence, that occurred outside of the justice system. **(20 minutes)**

Check in: Review the KWL chart. Should anything be added? Do students have new questions?

Homework Assignment: Recording Family Histories

A worksheet is provided for students to complete. They will ask an older member of their community (an older brother, parent, neighbor, grandparent) a series of questions in preparation for Day 3’s lesson on interviews and oral histories. You can give them one or two nights for this assignment,



STUDENT HANDOUT DAY 2 : THE POWER OF THE PRESS



The Idar family next to their press (1914)

Beginning in the late 1890s, Jovita Idar's father, Don Nicosio Idar, began writing for his family newspaper, **La Crónica**. The slogan of the family newspaper was, "We work for the progress and the industrial, moral and intellectual development of the Mexican inhabitants of Texas." Soon, his three children, Jovita, Clemente, and Eduardo, joined their father as reporters for the paper. Topics such as school segregation, community safety, women's rights, and job opportunity filled the pages of the newspaper, along with excerpts from poems and original artwork.

In 1914, Jovita Idar became in charge of *La Crónica* following her father's death.

Researcher's Tool Box: Archived Newspapers

Before the invention of the television or the widespread use of radio, many people gathered their news exclusively from the daily newspaper. As the major tool to distribute information, newspapers were quite powerful and captured both the news of the day and the opinions of many of their readers. Historians often use old newspapers as evidence because they contain the anxieties and perspectives that circulated in society at a given time. We can learn what daily life was like by closely inspecting these old news stories.

To find the old newspapers, researchers look in **archives**. An archive is a collection of documents or objects housed for protection in university libraries, offices, museums, and government buildings. Today, you will be able to look at a newspaper article from Jovita Idar's newspaper, *La Crónica*, from the University of Texas archives.

When historians look at archived newspapers, they consider the **point of view** of the reporter, photographer, or artist. Sometimes, the material the historian uncovers can be difficult to understand outside of the **context**, or time period and location, it was written in. It is important to ask who made the text and what the author was trying convey, or tell, to the reader.

Images from the Past: Violence Printed in the Press

The following images were both printed in two, separate publications.

Image 1 was printed in the *Laredo Times* in 1916 and depicts an aspect of the unjust violence Mexicans and Mexican-Americans experienced along the border.

What is the point of view of the photograph? **Q**
What do we learn in the caption? **Q**

Based on what you learned yesterday, what is the context of the photo? **Q**

What are the questions you have about this image? **Q**

Image 2 is a political cartoon, or a drawing meant to tell a story and make a point about a significant event. Often times, political cartoons are full of **symbolism**. Instead of making their argument directly, they use different figures and signs to show the reader a certain perspective.

With your teacher, discuss the violence happening in the background. How does the artist depict the injustice of the violence? **Q**

What does the caption mean? **Q**

List Symbols below:



Image 1. "Keep Eye on Border Mexicans," *Laredo Times*, April 23, 1916.



Image 2. Illus. from *Puck*, Magazine v. 13, no. 330, (1883 July 4), cover.

Name

Date:

Family Oral History Sampler
(adapted from the UCLA Oral History Library Guide)

Oral history is a field of study and a method of gathering, preserving and interpreting the voices and memories of people, communities, and participants in past events. Though many oral histories require days to complete and hours of preparation, we will instead sample the process with a family member or friend. In the process, see if you learn something new or surprising about a person you already know well. Are there family stories that you want to archive to pass on to the next generation?

Name of Person You Choose to Interview:

Time/Date of Interview start:

Time of Interview finish:

Record the answers to the following questions below:

What are the first things that come to your mind when you think about your parents?

What do you remember about your grandparents?

What was school like for you? What did you like about it? What was hard about it for you?

What's the largest town or city you remember visiting when you were young? Can you describe your impressions of it?

When you were little, who was your favorite musician or movie star? Why?

What were some of your most vivid childhood memories when you were around my age?

Question of your choice:

TEACHER GUIDE - DAY 3 : VISUAL CULTURE & THE TEXAS RANGERS

Supplies Needed: Pens, student hand-outs, projector, internet connection, and teacher's computer

OPENING WRITING PROMPT

Write “Texas Rangers” on the board. Ask students to brainstorm first the key words that come to mind when they hear this phrase. Then, ask where they see images of the Texas Rangers.

Potential Transition Script:

The history of the Texas Rangers intersected with the life of Jovita Idar in dramatic ways. But, before we return to the Idar family, we need to give a little backstory to the Texas Rangers between the years 1915 and 1925.

Hand out student worksheet and project images on board. Ask students to read aloud handout text.

We will be looking at competing visions of the Texas Rangers in popular culture.

Q How do images that circulated widely through television, radio, and magazines influence how we see the world?

Project image 1.

Ask what does this image say? What does it mean? What does it do?

Q What is the image's purpose (is it trying to sell something, convey an idea, make an argument?)

Q Based on this image, what do you think are its creator's assumptions or beliefs?

Q How might different people see this image differently?

Q How does this image make you feel?

Project image 2.

Repeat questions from Image 1.

Project image 3, which has Image 1 and Image 2 side to side.

How can such different visions of the Texas Rangers exist, and what can it tell us about Texas History?

Scholars and writers have been studying these differing viewpoints for many years.

Q What questions would you ask the creators of these images?

Q How does a drawing differ from a photograph?

Slide 4 is optional. Please see the following page to determine whether or not this image would be appropriate to discuss in your class.

Homework Reminder: Student Oral History Worksheet due tomorrow.

TEACHER GUIDE - DAY 3 : VISUAL CULTURE & THE TEXAS RANGERS

NOTES ON IMAGE 4:

“Do my students need to see this image?”

Images are a powerful storytelling tool, but may not be appropriate for every classroom. Before showing this image to your class, consider if your goals will be achieved without using this image. Do the oral histories, newspaper clips, political cartoons, and readings included in the lesson plan meet the needs of your students? Do your students need to see this image to understand the dynamic in early 20th century South Texas between the Texas Rangers and ethnic Mexicans?

Additionally, before showing your students this image, consider what they are bringing with them to the classroom. It is important to be aware that your students may have a personal connection to similar histories and that not all students will react to the image in the same way.

This image was found on a widely-distributed postcard from this period in time. It depicts three Texas Rangers posed in front of the dead bodies.



SLIDE 4 FOR DAY 3

Facilitation Suggestions:

- Describe the image to your students before projecting it on the screen
- If any students seemed particularly affected by the image during the discussion, check in with them individually after class

Discussion Question Suggestions:

- Q** What strikes you about this image? Why?
- Q** This is a postcard that was distributed widely by the Texas Rangers. How does this affect the way you look at this image?
- Q** Is there anything that feels unsettling or upsetting to you about this image? Feel free to explain.

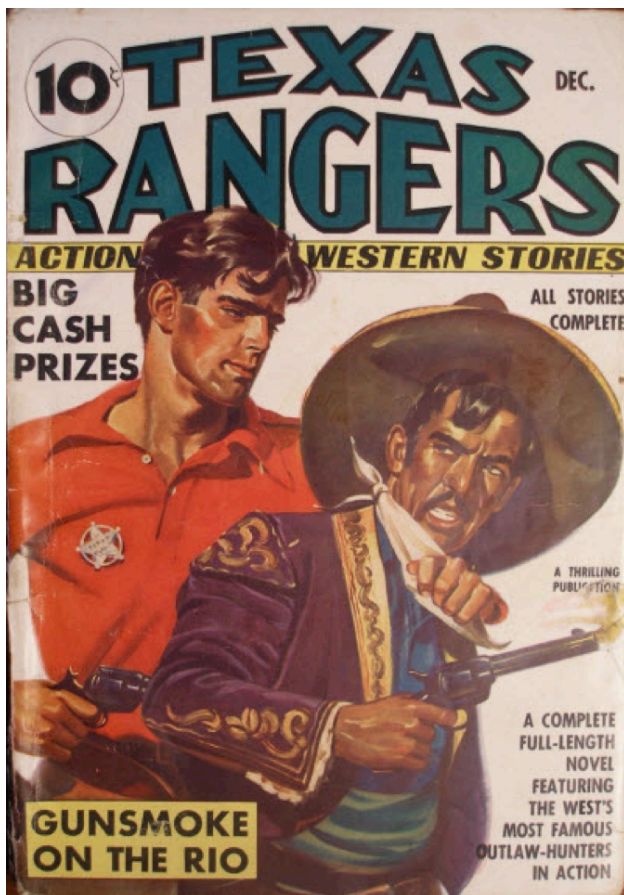
STUDENT HANDOUT DAY 3: El Progreso & the Texas Rangers

As immigration into the Texas region increased in the aftermath of the Mexican War, tensions over race, land, ownership, and assumptions about what it means to be an American began to arise. The Texas Rangers increased in size and power during this period as well. The hundreds of people of Mexican heritage killed by Texas Rangers and vigilantes between 1915 and 1919 further intensified fears of those living along the border. Vigilantes are community members who act as law enforcement without the legal authority to do so. Often, violence is used.



Russell Lee Photography Collection/The Dolph Briscoe Center for American History/University of Texas at Austin.

Today, many people are not aware of the violence that occurred during this period in time, although both the US-Mexico border, and the role of the Texas Rangers, remain hotly debated. Images of the Texas Rangers are hard to miss. Let's think about where you see these images and the stories the images tell.

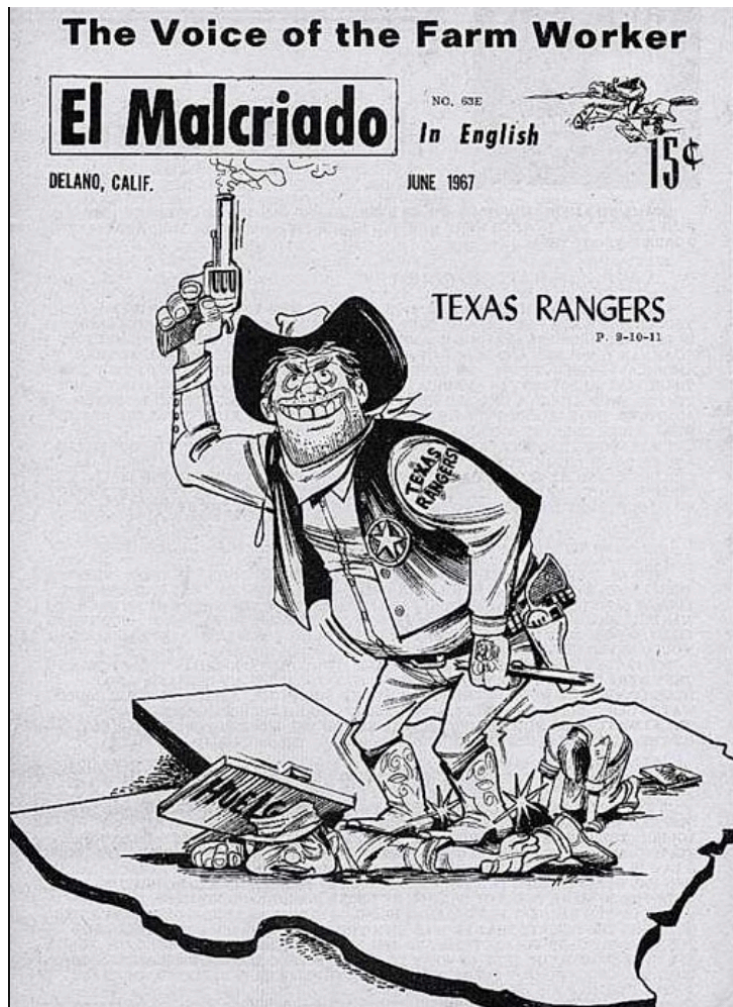


Close Reading Questions:

What is going on in this image?

What descriptors would you use to describe these men? Why?

How does it make you feel?



Close Reading Questions:

What is going on in this image?

What descriptors would you use to describe this man? Why?

How does it make you feel?

NOTES:

TEACHER GUIDE - DAY 4 : ORAL HISTORY AND EL PROGRESSO

Supplies Needed: Pens, student hand-outs, projector, internet connection, white board or paper, and teacher's computer.

Opening Writing Prompt: Memory Test

Today, students will process aspects of the interviews they collected and listen to an oral history about the Idar Family.

But, to show how tricky oral histories and memory can sometimes be, we will begin with a quick "test."

As students are walking into class, non-chalantly walk around the room, performing small tasks (perhaps tossing an apple, saying hi to students, opening window shades, rearrange books on desk) until all students are seated. Continue small tasks for a few seconds after the bell.

Once students are settled, tell them that their job is to as accurately as possible describe your actions, in order, as detailed as possible.

Allow them to compare notes in groups of four. Usually, students will remember differently, and debate amongst themselves which version of their memory is "correct."

Q What is easy to remember? What is easy to forget?

(8-10 minutes)

Oral History/ Interview Exchange

Ask students to take out their oral history worksheet.

Have students turn to a partner and read aloud oral history sampler responses. Pairs should answer the following questions on the back of their worksheet:

- 1) Write two questions you would like to ask your partner's interviewee.
- 2) Were there any similarities between the person you interviewed and the person your partner interviewed?

Alternate: Create "stations" where a single question from the oral history sampler is written on a large piece of poster paper. Have students write their answers (without names) on the paper as they cycle around the room.

(15- 20 minutes)

Idar Oral History: Listening to History

On the Refusing to Forget Curriculum page ([insert url here](#)), you will see an embedded oral history video under Day 4.

Explain to students that they will hear an interview with Jovita Idar's brother, Aquilino (Ike) Idar recorded in 1984.

Listen to oral history and have students read along simultaneously.

After the first listen, ask the class about the content of the interview. Read through the transcription paragraph by paragraph and

TEACHER GUIDE - DAY 4: ORAL HISTORY AND EL PROGRESSO

have students explain what happens in the story.

Read through the questions in the student guide together as a class and ask the students to consider these questions as they're listening through a second time.

Q What is the tone of Ike Idar's voice?

Q How do you think he feels based on the way he tells the story?

Q Do you think the fact that Ike and Jovita are siblings affects the way Ike remembers and describes the event? Do you think the Rangers would have told the story differently?

Q What would you like to know more about that Ike doesn't talk about in this clip?

Interview with Aquilino I. and Guadalupe Idar

UT San Antonio's Institute of Texan Cultures Oral History Collection

The following is a transcript of an oral history conducted with Jovita Idar's brother, Aquilino, and his wife, Guadalupe, in 1984. Read aloud in small groups first to picture what is being described in your mind. Then, read silently with a pen or pencil in hand, and underline important sentences. Finally, write three questions you have about this excerpt at the bottom of the page. Discuss with your group.

"And the Rangers in Laredo didn't like it. So they went to El Progreso, and they were going to destroy everything. But it so happened that my sister was standing at the door. And she stood at the door and says, "Where are you going?" Says, "We want to go inside. Would you please step aside?" And my sister said, "No; you have to come through this door, and I'm standing here. And you cannot go...come in here because it's against the law. If a woman stands at the door, you can't go in."

So they discussed among themselves, "Well, what shall we do? She's right." Because my father was Justice of the Peace, and he knew the law and he knew... So he told her, "You stay at the door and don't let them go in." So they didn't go in that night. And so my mother was worried about my sister, because they are gonna kill her. So Daddy said, "No, they won't kill her if she stands her ground." So she stood there at the door... [Part of the tape erased.]

...Said, "Go tell Jovita," my sister, "to come back home, because it's late and I don't think those Rangers are coming back."

Well, they did next morning real early about 5:00 o'clock in the morning. My sister wasn't there, so they broke the door. They had hammers and sledgehammers and things like that. And they broke the line-o-type machine, kicked the keyboard, hit the metrics...

Mrs. Idar: Las prensas. ...the press, all the type. They threw it on the floor like that - the loose type that was on the stands, they pulled all these boxes and emptied it on the floor. They wrecked everything. They broke the press. The press was worth about \$17,000, \$18,000. They broke the press with the sledgehammers and everything. And they broke the windows. Left them open; left the door open and everything; and they went out. But there was nothing we could do - nothing my sister could do, my father, or anybody."

[Part of tape erased.]

Name _____

Historical Marker & Monument Worksheet

Directions: You will design your own historical marker for Jovita Idar, *La Crónica*, or even a personal hero in your life. Before you begin designing, answer the guiding questions below.

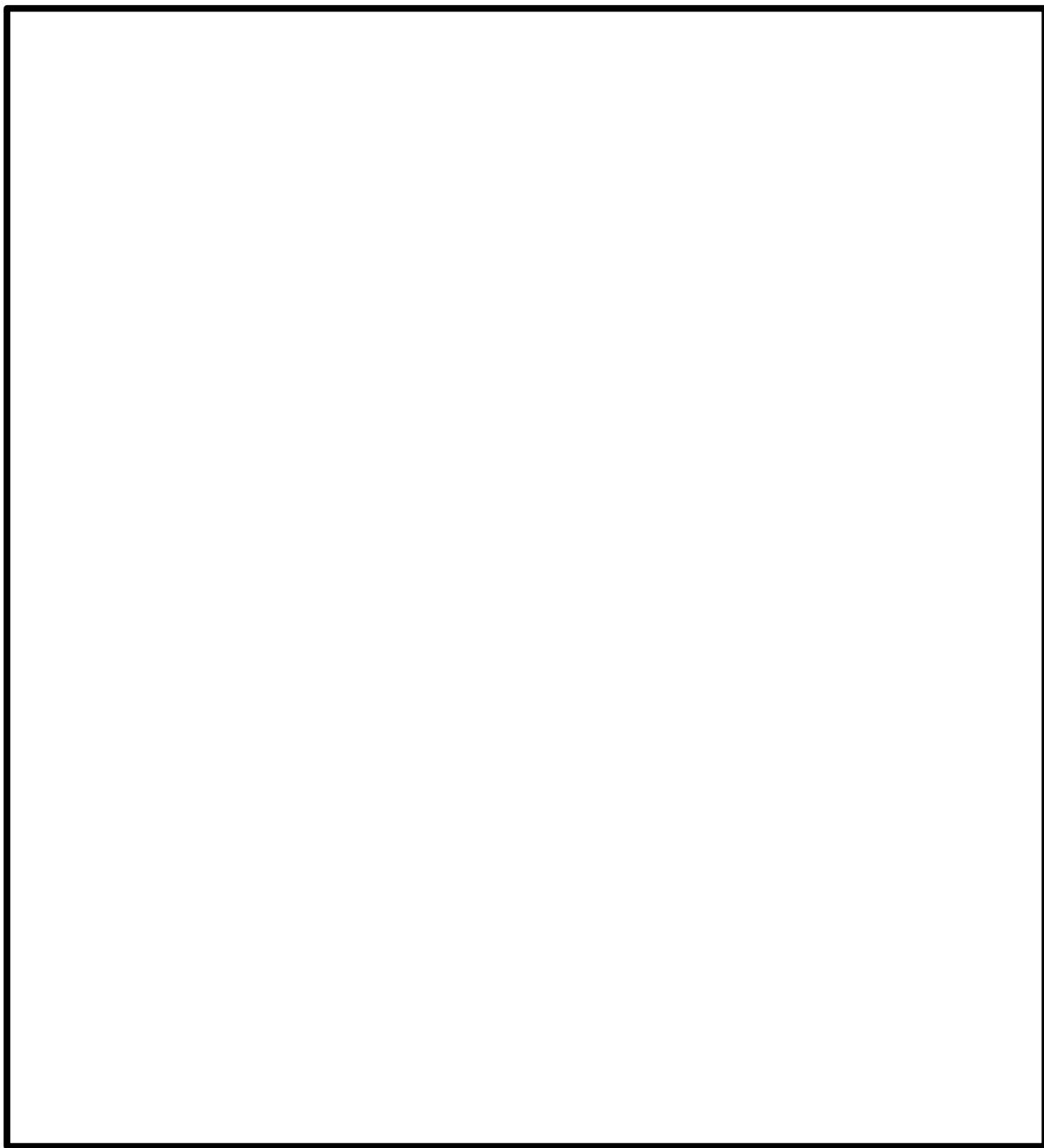
Who is this marker meant to be for (the living, the dead, neighbors/friends/family/tourists, future generations, etc.)?

Where will it be located? Does this location have meaning?

Why do you think it is important to have a historical marker for this event or person?

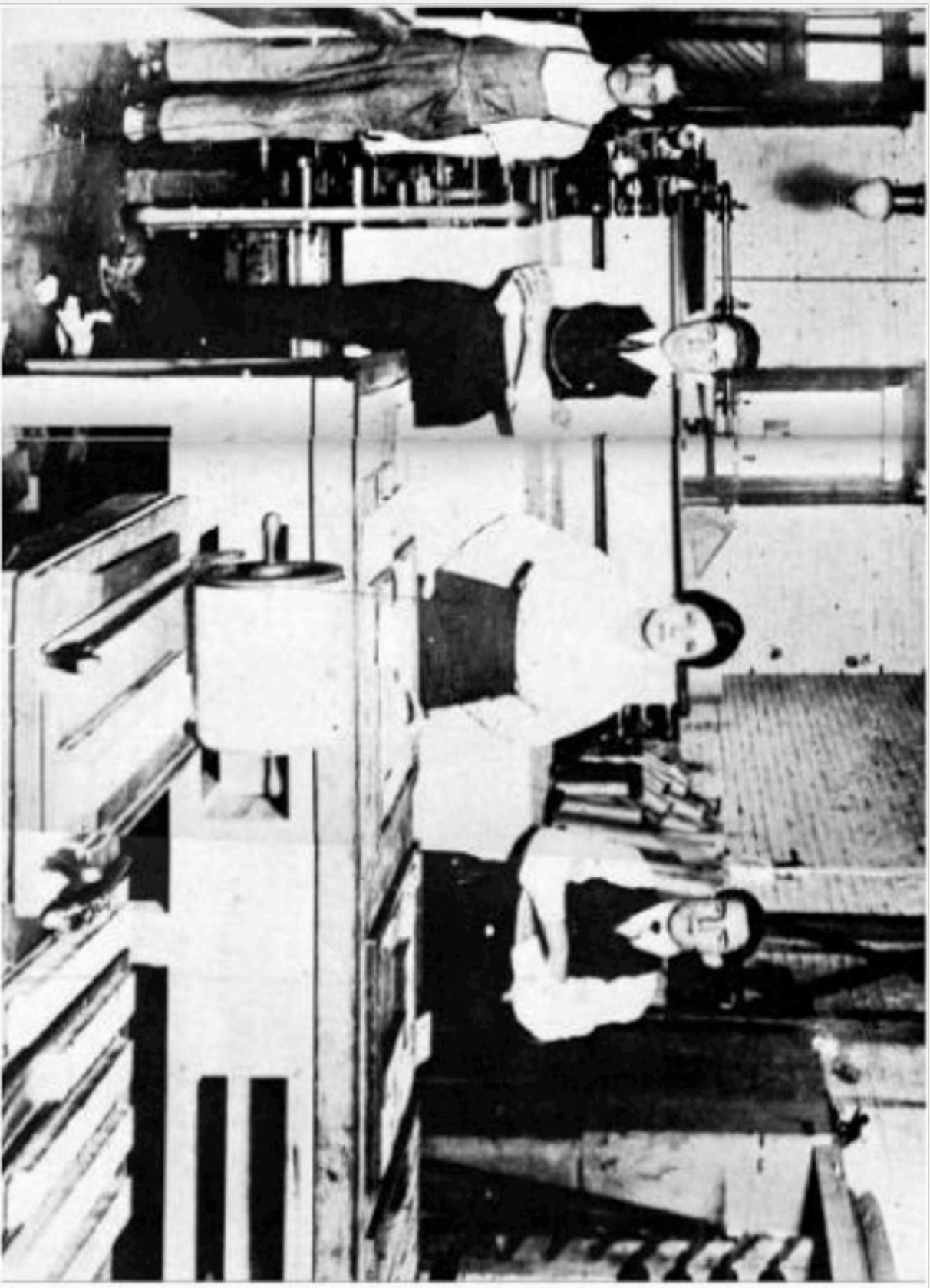
What do you want the public to know about this event or person?

What symbols would you like to incorporate in the marker? To you, what do these symbols mean.



Location of Monument:

Text underneath Monument:



Refusing to Forget: The Life of Jovita Idar
Images

TEXAS

POPULATED PLACES

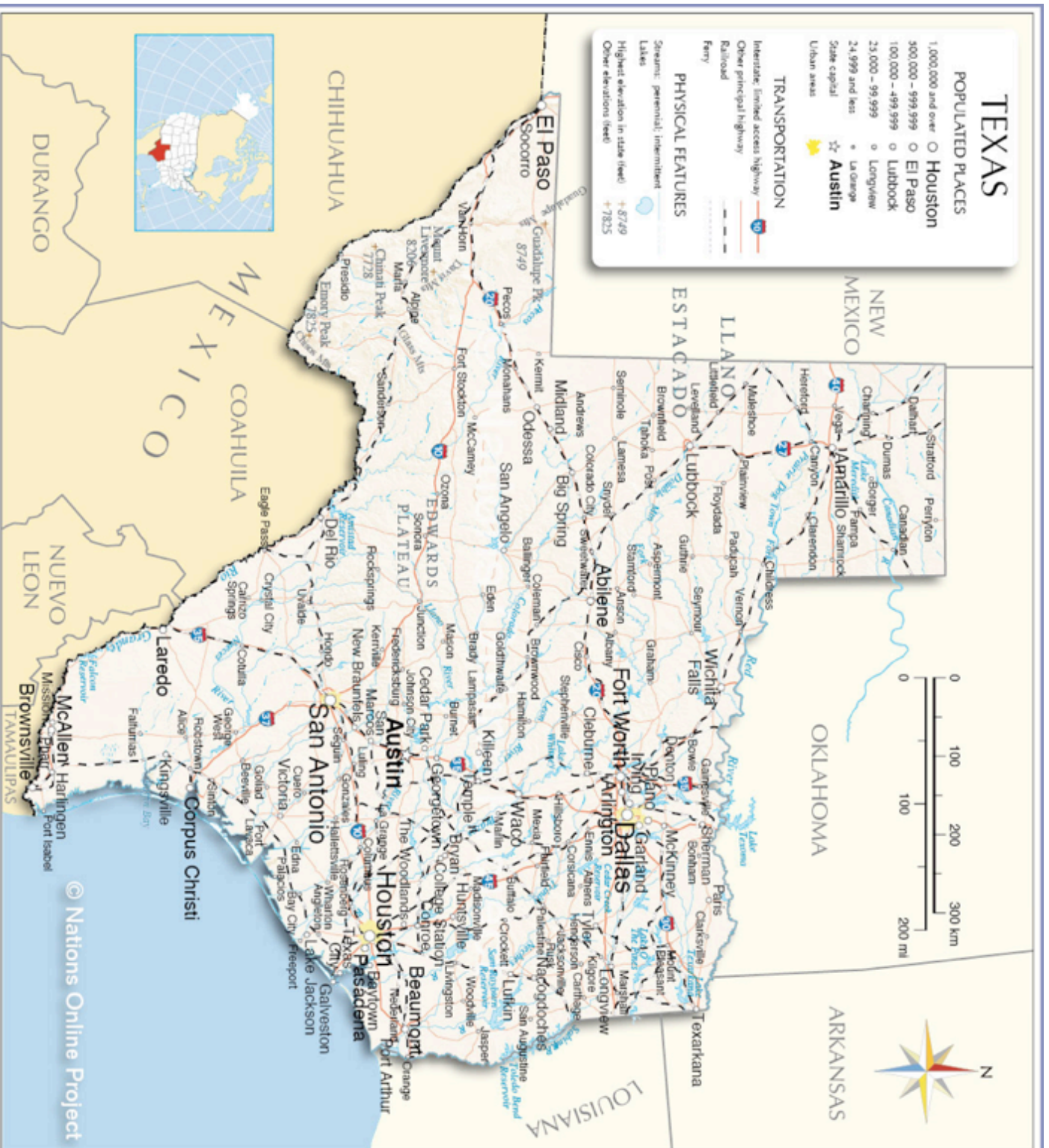
1,000,000 and over	○ Houston
500,000 - 999,999	○ El Paso
100,000 - 499,999	○ Lubbock
25,000 - 99,999	○ Longview
2,499 and less	• La Grange
State capital	☆ Austin
Urban areas	★

TRANSPORTATION

Interstate: limited access highway	
Other principal highway	
Railroad	
Ferry	

PHYSICAL FEATURES

Streams: perennial; intermittent	
Lakes	
Highest elevation in state (feet)	+8749
Other elevations (feet)	+7825



KEEP EYE ON BORDER MEXICANS



The photograph shows strange Mexicans being questioned by military authorities of the United States on the border. The men were liberated. Two of them later were found shot.

Day 2 -Slide 1

"Keep Eye on Border Mexican,"
Laredo Times April 23, 1916.





The Voice of the Farm Worker

El Malcriado

DELANO, CALIF.

JUNE 1967

NO. 62E
In English

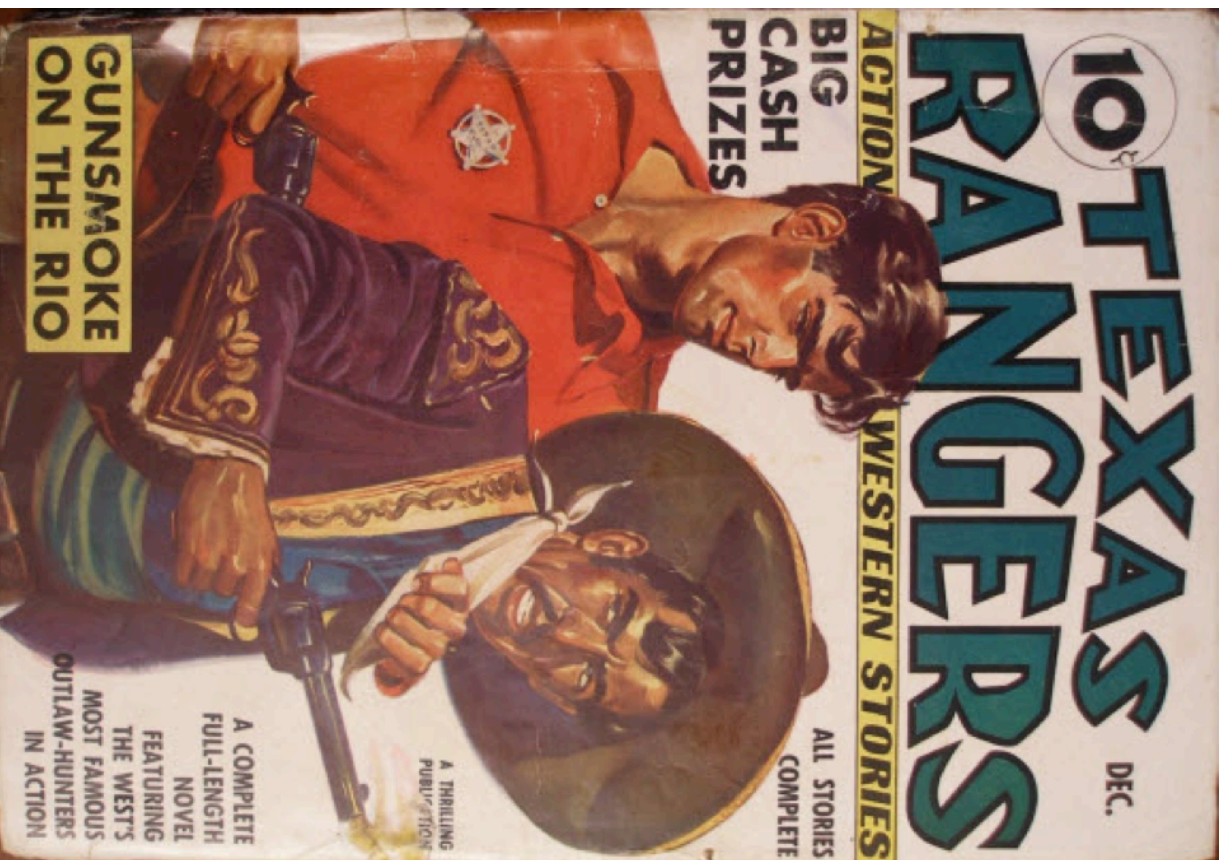
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TEXAS RANGERS

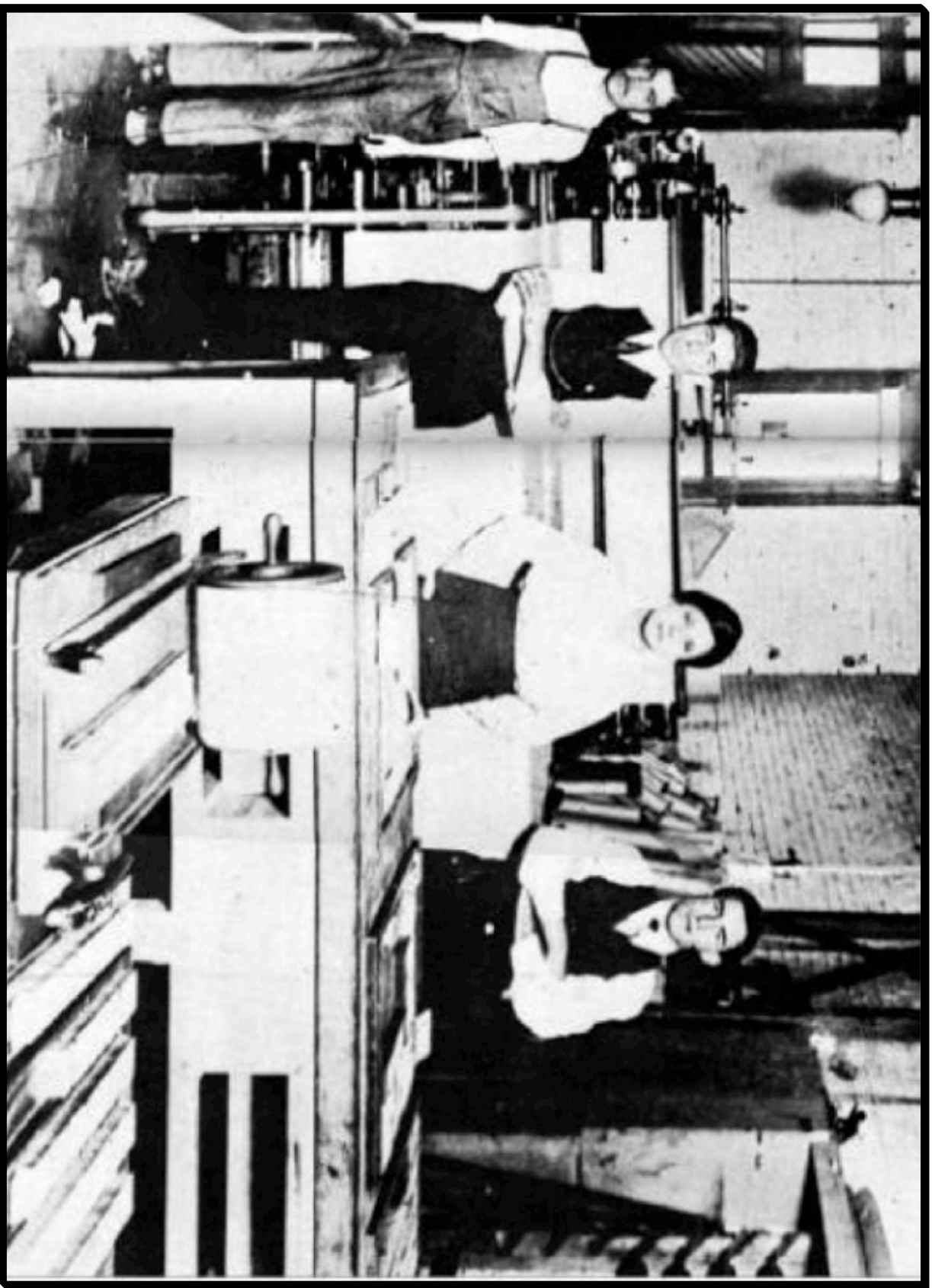
P. 9-10-11



Day 3 -Slide 2







Day 4 -Slide 1

Historical Context and Timeline

Early 1900s: Increase in the Anglo population along the Texas-Mexico border

By the early 20th century, Mexican populations were the majority in border towns along the Texas-Mexico border. In these enclaves, although much of their land had fallen into the hands of Anglos, unlike in most of the rest of the state, ethnic Mexicans voted, held office, and served on juries. Some were prominent landowners and merchants. Anglo-Americans moving into the region were more likely to adapt themselves to border society by such means as learning to speak Spanish, converting to Catholicism, and marrying into Mexican families, rather than to insist on assimilation to Anglo-Texan cultural norms.

In the early twentieth century, new railroads and road connections linked these border enclaves to the rest of Texas, inciting dramatic change. Particularly in the Lower Rio Grande Valley, at the southern tip of the state, large numbers of white Americans moved to the region for the first time, so many that the population nearly doubled within just a few years. Rising land values and the consequent increased property tax bills worked together with title disputes to strip many ethnic Mexicans of their land.

1910-1920: Mexican Revolution

Due to the Mexican Revolution, nearly a tenth of the Mexican population would perish and another tenth would flee to the United States, setting into motion a pattern of migration that endures a century later.

November 1910: Murder of Antonio Rodríguez

One such migrant, Antonio Rodríguez, was accused of killing an Anglo ranching woman near Rocksprings, Texas. A mob took him from the jail and burned him at the stake, prompting official complaints from Mexican consuls, international press coverage, protests in border towns and Mexican cities, and a meeting the next year by Texas Mexicans to protest the denial of their civil rights.

1911: El Primer Congreso Mexicanista

The Idar family—owners of the Spanish-language newspaper, *La Cronica*—organized a civil rights conference called El Primer Congreso Mexicanista in order to discuss issues affecting the Mexican and Mexican American communities in South Texas. The congress, comprised of dozens of representatives from cities and towns across Texas, met for more than a week, focusing primarily on issues of poverty, racial violence, labor exploitation, inadequate educational opportunities, and gender inequity. Through court cases and later legislation, the congress made short-term progress and long-term impact on the rights of Mexicans and Mexican Americans.

1915: Plan de San Diego

Border turmoil ignited a brutal period of repression. Scattered attacks on ranches, irrigation works, and railroads by ethnic Mexicans quickly developed into a local rebellion in the Valley. They appeared to be the fulfillment of a manifesto entitled the “Plan de San Diego” drafted in South Texas in early 1915. This document called for a “liberating army of all races” composed of Mexicans, blacks, and Indians to kill all white males over age sixteen and overthrow United States rule in Texas, Colorado, New Mexico, Arizona and California. The newly-freed territory would form an independent republic, perhaps to rejoin Mexico at a future date. The insurrectionists killed only a handful, but prompted indiscriminate reprisals.

September 24, 1915: Murder of Jesús Bazan and Antonio Longoria

Texas Ranger, Captain Henry Ransom casually shot Jesús Bazan and Antonio Longoria. Ransom left the bodies exposed, shocking Rancher Sam Lane (himself a former Ranger) and young Anglo ranch hand Roland Warnock, who helped to bury Bazán and Longoria several days later. That fall, Ransom made a habit of running ethnic Mexicans out of their homes as he patrolled the countryside. At one point he casually reported to Ranger headquarters in Austin that “I drove all the Mexicans from three ranches.”

1917: American entry into WWI

The State expanded the Ranger force, increasing the number of Rangers from seventy-three to more than one hundred and thirty. Moreover, legislation empowered the governor to appoint three “Loyalty Rangers” in each county in order to monitor anti-war activity. In South Texas, these loyalty Rangers participated in an unprecedented assault on Mexican-American voting rights.

1919: Canales Hearings

The most dramatic effort to hold authorities accountable came in early 1919, in what became known as the Canales Hearings. In early 1919, State Representative José Tomás Canales, the only Mexican-American legislator, filed a bill intended to prevent a repeat of the Ranger actions of the previous years by dramatically restructuring the force. To make the case for his bill, Canales filed nineteen charges against Rangers and their commanders. The killings were finally discussed in the public eye.

1929: Formation of United Latin American Citizens

The violence had wider social resonances. It was key to the imposition of a Jim Crow style of segregation on those of Mexican descent, limiting their voting and relegating most to segregated neighborhoods and schools. On the other hand, it also catalyzed a Mexican-American Civil Rights movement. The course of the uprising convinced some key Mexican Americans in South Texas that revolutionary Mexican nationalism was a dead end, and that they were much better off seeking organizing themselves as American citizens with equal access to rights and protections under the U.S. constitution. These figures, including former State Representative José T. Canales, played a key role in the 1929 formation of the League of United Latin American Citizens (LULAC) out of the merger of pre-existing local groups. In subsequent decades, LULAC would fight for equal treatment and the voting and civil rights of Latinos.

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CONSULTORIO DEL DR.
A. HODGES
DENTISTA
ALTOS DEL EDIFICIO WILCOX.

Tomo III.

Laredo, Texas, Jueves Septiembre 21 de 1911.

Numero 37

EL CONGRESO MEXICANISTA

REUNIONES DIARIAS POR NUEVE DIAS. DELEGADOS POR MÁS DE 24 POBLACIONES DEL ESTADO. BRILLANTES CONFERENCIAS.

LOS MEXICANOS de Texas han premiado nuestros esfuerzos en pro de nuestros compatriotas, enviando delegados aptos y entusiastas.

Por primera vez en los anales de la historia Mexico-texana una asamblea semejante se ha llevado a efecto. Multitudes compactas han acudido a presenciar estas reuniones y a escuchar a los oradores.

Los resultados, no hay que dudarlo, serán halagüeños, ya está sembrada la semilla de la unión y el auxilio mutuo, y fructificará.

Las últimas conferencias se celebrarán hoy y mañana y no dudamos que como todas las que se han verificado se verá el salón henchido de concurrentes. La falta de espacio y tiempo no nos permite presentar detalladamente una reseña de lo efectuado en esta asamblea mexicana; pero lo haremos en nuestro próximo número.

NOTAS DEL CONGRESO MEXICANISTA.

Entre los oradores más aplaudidos en estas reuniones, figura el Sr. Rafael E. Guevara, quien vino en representación de la Respetable Sociedad "Concordia" de Nuevo Laredo, a petición del público habló la primera vez y en su brillante peroración recomendó las sociedades mutualistas como medio de unión entre los mexicano-texanos.

Queremos hacer especial mención de las Escuelas particulares. Noche a noche, con una constancia y un patriotismo dignos de encomio, han llevado sus niños los Directores y Directoras de las Escuelas e Institutos siguientes: "Domínguez", "La Purísima", "Madero", "Evangelico" y "La Luz".

Que los niños, más que nadie, necesitan de esas luces, está fuera de toda duda, por eso quizá sus sabios mentores los han llevado para que escuchen y aprendan.

El Himno Nacional Mexicano, cantado por niños y niñas de esos plantíos produjo siempre delirantes aplausos y entusiastas aclamaciones.

Los Sres. Miguel Peralta y Severo E. Peña, pronunciaron elocuentes peroraciones, dichas con energía y patriotismo. Peralta y S. E. Peña son, sin duda, dos de los mejores oradores del Norte de México.

Las descripciones de Dolores y de los acontecimientos de la memorable mañana del 16 de Septiembre de 1910, que hizo el Sr. Luciano Flores Pérez, fueron tan gráficas que el público quedó profundamente impresionado.

Los niños y niñas de las Escuelas ya mencionadas, han pronunciado recitaciones muy hermosas, la mayor parte de ellas, logrando sobresalir Emma Medina y Hortencia Moncayo.

Desde nuestro próximo número principiaremos a publicar los discursos y detalles de la más exacta que nos sea posible, de las hermosas y entusiasmantes reuniones.

Las conferencias celebradas el 19 y 20, tuvieron un carácter altamente patriótico.

El Sr. Basilio R. Soto, delegado por San Antonio, Texas, arrebató nutridos y delirantes aplausos con su improvisación que sobre el tema "Educación" dijo lo mejor del 20.

Entre los señores que ayudaron más para el buen éxito de los trabajos del Congreso Mexicanista, se encuentran los Sres. G. R. Jiménez, M. M. Silva, J. M. Mora, Pedro S. Soula, Ernesto Vergara, José T. Garza, Genero Villalón, Prof. S. G. Domínguez, José María P. Werners y todos los delegados que concurrieron al Congreso.

Mucho deleitó a la audiencia el canto del jovencito Arizpe, el 16 en la tarde y las estrofas del Himno Nacional cantadas por las Sritas y niñas, especialmente de la niña María Vaca.

Otro incansable fué el Prof. Lisandro Peña, que trabajó mucho desde el principio de las asambleas y que leyó muy instructivas y elocuentes conferencias sobre los diferentes temas. Mucho promete este inteligente joven en las luchas de la intelectualidad y el talento.

BENDITO SEA COLQUITT!

Con este rubro nos remite el Sr. Eduardo Ibar, un articulo, dando sus apreciaciones sobre el acto de Colquitt, el actual gobernador de Texas, al conmemorar el día Nacional de México, dando libertad a varios presidarios mexicanos. No publicamos dicho articulo por estar ya en prensa nuestro periódico, y porque también trata del mismo asunto la colaboración de nuestro ilustrado amigo J. J. M. que con el título "La Falculad de Perdonar," se publica en otra parte de este número.

A Beneficio de Leon Cardenas Martinez.

Durante la reunión del "Congreso Mexicanista," verificada el 20 del actual, fué leída una comunicación que el padre del infortunado joven Leon Cardenas Martinez dirigió al Sr. Presidente de la Sociedad de Obreros Sr. G. R. Jiménez, solicitando ayuda pecuniaria para sufragar los gastos de abogados de la defensa en la causa contra su hijo que se ventilará el día 14 de Octubre en Austin, Texas. A petición de uno de los delegados se propuso circular una colecta, reuniéndose la cantidad de \$17.35. Dicha cantidad fué entregada inmediatamente al Sr. Jiménez, quien recibirá todas las colectas que hagan para tan humanitario fin.

La Convencion de CABALLEROS DE HONOR.

La falta de tiempo no nos permite dar a conocer los grandes trabajos llevados a cabo por esta augusta asamblea, pero lo haremos con gusto en nuestro próximo número.

Los trabajos se clausuraron el 20, regresando los delegados que permanecieron hasta el fin, el día siguiente, para los diferentes puntos de su residencia.

VOTO DE GRACIAS.

Laredo, Texas, Sept. 20 de 1911.
Al Sr. Director del Periódico LA CRONICA.

Muy Sr. nuestro:
Nos hacemos el honor de remitir a Ud. copia del Voto de Gracias presente, suplicándole se sirva darle cabida en las columnas de su ilustrado semanario; anticipándole las gracias por el favor.

Oros de Laredo, Texas, Sept. 20 de 1911.

Ven.: Canet. y q. h. h.

SALUD.

La Gran Convención de la Orden de CCAB; de Honor reunida en esta ciudad, por nuestro humilde conductor, tiene a bien expresar las gracias más sinceras por todas las atenciones que nos fuimos objeto por parte de Uds. todos los Delegados, durante nuestra permanencia en este lugar.

También queremos hacer especial mención del q. h. h. N. Ibar, nombrado "Comisión de Recepción" por esa misma Log., asegurando a Uds. que ha cumplido a maravilla con su deber, en esa comisión.

Con nuestro más expresivo voto de gracias, les enviamos la seguridad de nuestros respetos y consideraciones.

Recibid, q. h. h. n. a. f. f.

FRAT. Y PROT.

A la Resp. Log. Cab. de Honor No. 14.

Pte.

PEDRO PEREZ POSTEL

Sec.

EUSEBIO RODRIGUEZ.

HESQUIO CUELLAR.

Vocal.

La Sra. Leonor Villegas de Muga.

Engalanamos las columnas de nuestro periódico con un excelente articulo, debido a la pluma de la distinguida y respetable dama Laredense, cuyo nombre sirve de epigrafe a estas líneas.

Ojala que otras damas de nuestra culla Laredo, imitando el ejemplo de esta honorable señora, dieran a conocer sus ideas, para lo cual ofrecemos las humildes columnas de nuestro semanario.

PESQUIZAS.

El Sr. Antonio Guajardo desea saber el paradero de su Sra. esposa Doña Concepción, Martínez de Guajardo, que desde hace algún tiempo salió de San Antonio, Texas, con rumbo a esta ciudad, a visitar a la Sra. Amalia Oropesa. Se agradecerá cualquier informe que, con este particular se mande al Sr.

C. LOZANO.
Box 512 - Sanson, Texas.

DAMAS DE HONOR.

Uno de los acuerdos á que llegó La Convención de Caballeros de Honor, fué el de que se instalarán círculos de Damas de Honor, en todas las poblaciones donde existan Logias de Caballeros de Honor.

La idea ha sido acogida con alegría y desde luego nos permitimos anunciar que Laredo, será una de las primeras ciudades en formar uno de estos bellos círculos.

MUY IMPORTANTE

Dr. Dodge, médico cirujano y Partero, anuncia al público de Laredo el regreso de su viaje á México. Oficina: altos de la Botica del Pueblo, Teléfono-538. Domicilio 909 Iturbide-Teléfono 566. Habla español y ofrece sus servicios profesionales al pueblo mexicano de Laredo.

AL PUBLICO.

Desde hoy Erasmo Cárdenas, no está autorizado para hacer colecciones por nuestra cuenta; y no seremos responsables por pagos hechos á él.

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