

**GALE IN CONTEXT:
HIGH SCHOOL**

Hispanic Heritage
Month Escape Room



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INSTRUCTIONS

BEFORE

Print and organize all necessary activity materials (see **Printing Suggestions**). Some stations consist of cut-and-sort activities. You can choose to have students cut these as they progress and then sort or, you can have them cut and placed in envelopes or folders before they begin.

Tasks can be set up as stations or as completion tasks where groups remain in one location. In either setup, it is important to have materials prepared that equal the number of groups. Having a folder/envelope for each task is best practice.

Gale resources should be accessed through the *Gale In Context: High School*.

See **Task Instructions** on page 4 to see how many questions are included for each escape room activity.

DURING

Walk around the room and assist groups when necessary. Each time a group finishes a task, check their code to approve them to go onto the next one.

AFTER

Review reading material with students. This activity works well as an introduction, or as a culminating activity at the end of a unit. Students can reflect about what they learned during the activity with reflection writing or use what they learned as a starting point for a deeper research project.

TASK ONE:

Instructions: Students will read the assigned *Gale In Context: High School* document. Students will answer the **FIVE** questions to go with the article on their group answer key. All answers should be one word. For each answer, the last letter is what will form their code.

Arrangements: There are 2 sets of questions per page to cut back on copies. See **Resource Access** for best practices on sharing Gale content with students.

TASK TWO:

Instructions: Students will use the hieroglyphics cipher tool to decode the clues that you develop for them using your *Gale In Context: High School* document. Students will answer the **SIX** fill-in-the-blank clues. Use the hieroglyphics to spell out clues for your students. They will record the clues on their group answer sheet. The correctly deciphered words will serve as their code.

Arrangements: It is recommended to make several copies of the cipher so that all students in the group can have one and work together to decode.

TASK THREE:

Instructions: Students will read the assigned *Gale In Context: High School* document. Students will have to put **EIGHT** events from the resource in chronological order. Once in the correct order, the timeline will reveal the code which they will record on their group answer key.

Arrangements: The activity for this is a cut and sort activity. You can have students cut them and then sort or have them precut and stored in an envelope or bag. See **Resource Access** for best practices on sharing Gale content with students.

TASK FOUR:

Instructions: Students will read the assigned *Gale In Context: High School* biography. Students will complete a crossword puzzle based on the resource. The first letter of each answer will reveal the code.

Arrangements: It is recommended to make several copies of the crossword puzzle so that all students in the group can have one and still work together.

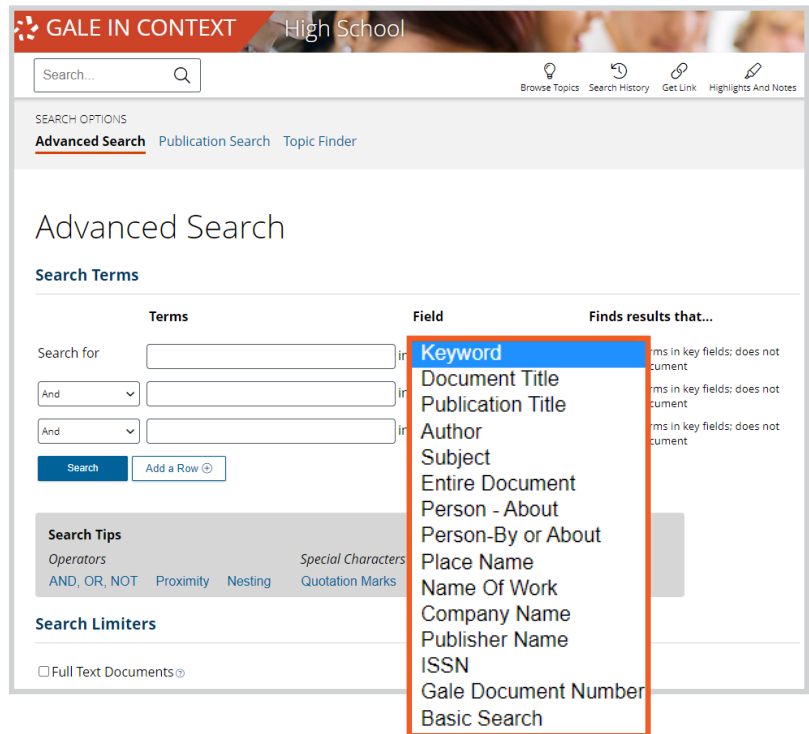
RESOURCE ACCESS

The best way to have students access task articles is to have them visit *Gale In Context: High School* and perform an **Advanced Search**.

Provide students with the **Gale Document Number** found at the bottom of the document page.

They will then select **Gale Document Number** from the **Field** drop-down menu within **Advanced Search** and enter the document numbers.

Your document numbers are below for quick access.



Task One	PKULUS378005723
Task Two	BVMDXW280446911
Task Three	CX4190600107
Task Four	QAJQTM022762470



Articles can also be shared with Get Link found in the resource toolbar.

GROUP MEMBERS:

TASK ONE

1.													
2.													
3.													
4.													
5.													
6.													
7.													

CODE													
------	--	--	--	--	--	--	--	--	--	--	--	--	--

TASK TWO

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

TASK THREE



--	--	--	--	--	--	--	--	--	--	--	--	--	--

TASK FOUR

YOU ESCAPED!

TASK ONE HISPANIC HERITAGE MONTH BASICS

Hispanic Heritage Month is celebrated every year from September 15th- October 15th in the United States. We use this time to recognize and appreciate the people, culture, and innovations Hispanic Americans have brought to our society. Many cities, states, and organizations hold celebrations and events to help their communities come together.

Directions: Read the assigned **Reference Article** from *Gale In Context: High School*. Use what you learn to answer the questions on your group answer key. Each question will have a one word answer. The last letter of each word is your code. Get confirmation of correct code before moving on to Task Two.

Gale, here for **everyone.**



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1. Hispanic Heritage Month has been celebrated for over _____ years.
2. Hispanic Americans are from various countries including Argentina, Bolivia, Chile, Colombia, Costa Rica, Cuba, the Dominican Republic, Ecuador, El Salvador, Equatorial Guinea, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, Spain, Uruguay, and _____.
3. President _____ issued a proclamation establishing National Hispanic Heritage Week.
4. President _____ extended Hispanic Heritage Week to Hispanic Heritage Month.
5. The first Hispanic American woman in space was Ellen _____.
6. The El Barrio Latin _____ Festival is held in New York City every year.
7. In 2020, most events were _____ because of the pandemic.

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-
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TASK TWO Ethnicity and Hispanic Identity

Hispanic is a broad term that usually refers to people from Spanish-speaking nations, particularly those from Latin America. As such, it is important to remember that many different groups of people are including under the Hispanic title, and each have their own cultures, customs, and beliefs. Read the assigned *Gale In Context: High School* document to gain an understanding of ethnicity and Hispanic identity, and utilize the Hieroglyphics Cipher to complete this task.

Directions: Use the hieroglyphics cipher tool to decode the clues from *Gale In Context: High School*. Complete the sentences on your group answer key. Get confirmation of correct code before moving on to Task Three.

HIEROGLYPHICS CIPHER

A		H		O		V	
B		I		P		W	
C		J		Q		X	
D		K		R		Y	
E		L		S		Z	
F		M		T			
G		N		U			

1. Hispanic doesn't refer to a particular racial group, it's more focused on shared _____.



2. Race and ethnicity are different. Race categorizes people based on physical characteristics, while ethnicity categorizes them based on language, culture, _____, and religious beliefs.



3. Another identifier close to ethnicity and race is _____. This is where a person comes from.



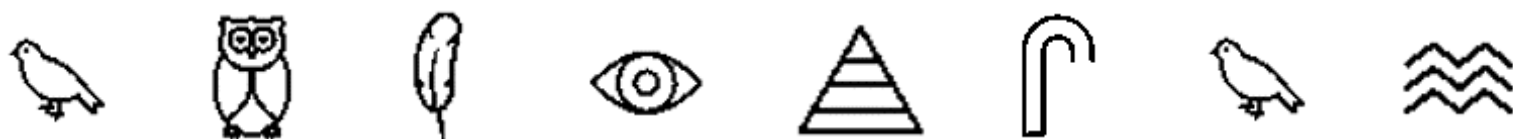
4. Some argue the term Hispanic includes individuals from _____, while others say they are not included.



5. Many individuals prefer terms with a narrower focus to better describe themselves. As an example, _____ are Americans of Mexican descent who were born in the U.S.



6. In 2020, the Hispanic population made up about 18% of the _____ population.



TASK THREE

The Chicano Movement

The Chicano Movement was a push by Mexican Americans for social reforms through the 60s and 70s. The goal was to improve Mexican American life through reforms in labor rights, land rights, and education. Reformers decided to use the formerly offensive term “Chicano” to celebrate their unique culture and perspectives.

Directions: Read the assigned *Gale In Context: High School* article. After reading, put the following events on the next page in the correct order. Enter the number code on your group answer key. Get confirmation of correct code before moving on to Task Four.

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TASK THREE

The Chicano Movement

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Directions: Read the assigned *Gale In Context: High School* article. After reading, put the following events on the next page in the correct order. Enter your number code on your group answer key. Get confirmation of correct code before moving on to Task Four.

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1 An anti-war demonstration was held by the National Chicano Moratorium Committee in Los Angeles. It attracted 20,000 protesters, and ended in violence when the LA County Sheriff's Department responded and killed three people.

2 High School "blow-outs", where Chicano students walked out of school to protest unequal conditions, occurred throughout Los Angeles.

3 The National Chicano Moratorium Committee was disbanded after police violence caused them to lose support.

4 Chicano groups (including CASA) worked to influence the Supreme Court to maintain affirmative action, which it did in the Bakke case.

5 The National Chicano Moratorium Committee was established. This was an Anti-Vietnam war group focused on the disproportionate numbers of Mexican American youths dying.

6 La Raza Unida Party (LRUP) held a national convention in El Paso, Texas with a goal of uniting Chicanos in fighting for their rights by voting for Chicanos in elections. Unfortunately, since different states had different ballot requirements, they never gained national traction.

7 The Brown Berets, a paramilitary group similar to the Black Panthers, was founded. This group was popular with Chicano youth throughout Los Angeles and the Southwest.

8 The Centro de Acción Social Autónomo (CASA), which offered aid and services to Mexican immigrant workers, merged with the Committee to Free Los Tres, which fought for the release of three men accused of selling drugs in a Los Angeles barrio.

TASK FOUR

Influential Individual: Selena Quintanilla

Selena Quintanilla (best known simply as Selena) was an influential Latin American singer who worked to bring more recognition to Hispanic music and culture to the United States during the 1980s and 90s. Although her life was tragically cut short, she opened doors for other Latin American artists to show their creations and cultures as well.

Directions: Read the assigned *Gale In Context: High School* biography. After reading, complete the crossword puzzle. The first letter for each of your answers makes the code, put them in the same order as the clues. Write it on your group's answer sheet. Get confirmation of correct code and turn in your work.

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TASK FOUR

Influential Individual: Selena Quintanilla

Selena Quintanilla (best known simply as Selena) was an influential Latin American singer who worked to bring more recognition to Hispanic music and culture to the United States during the 1980s and 90s. Although her life was tragically cut short, she opened doors for other Latin American artists to show their creations and cultures as well.

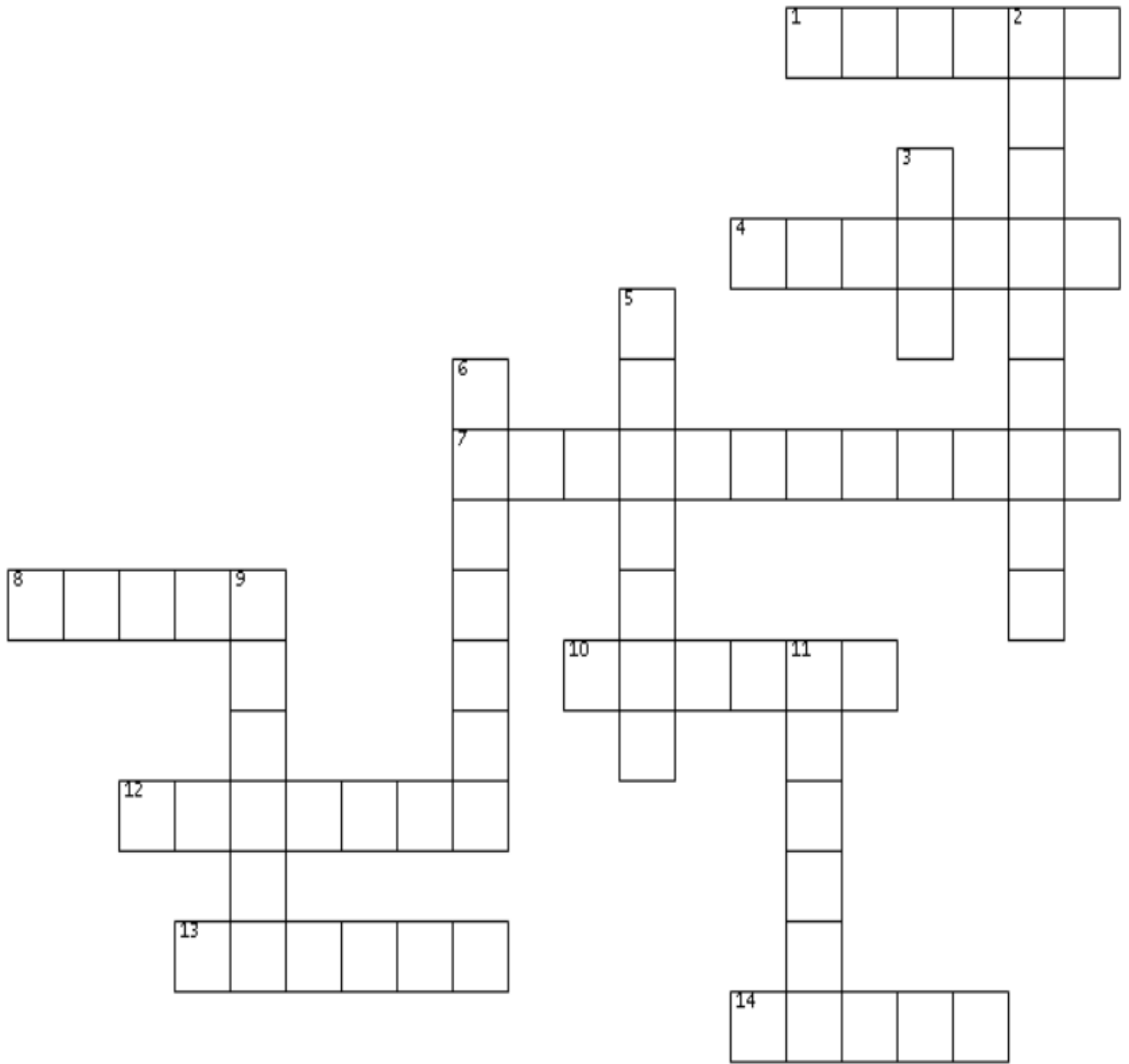
Directions: Read the assigned *Gale In Context: High School* biography. After reading, complete the crossword puzzle. The first letter for each of your answers makes the code, put them in the same order as the clues. Write it on your group's answer sheet. Get confirmation of correct code and turn in your work.

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TASK FOUR

Crossword Puzzle



DOWN:

- The manager of Selena's fan club was found to have _____ money.
- Selena launched a clothing line called *Selena* _____.
- _____ launched an original series called *Selena: The Series* to mark the fifth anniversary of Selena's death.
- Although English was her first language, Selena sang her songs in _____.
- Selena was a famous Latin American _____ in the 1980s and 90s.
- Selena sang _____ songs, which featured fast-paced accordion-based dance rhythms.

ACROSS

- Selena's _____ saw that she had talent when she was six years old.
- When she was _____ Selena won the Female Vocalist of the Year Award.
- Selena's album *Dreaming of You* was released _____ in 1995.
- Selena was born in Lake Jackson, _____ in 1971.
- Selena left school in _____ grade to focus on music full time.
- In 1995 Selena was set to release her first _____ album.
- Selena won a _____ Award in 1994 for Best Mexican-American Album.
- Jennifer _____ starred as the singer in the 1997 movie *Selena*.

ANSWER KEY

TASK ONE

1. Forty
2. Venezuela
3. Johnson
4. Reagan
5. Ochoa
6. Jazz
7. Virtual

TASK TWO

1. Culture
2. Ancestry
3. Nationality
4. Spain
5. Chicanos
6. American

TASK THREE (ORDER)

- 7
- 2
- 5
- 1
- 3
- 6
- 8
- 4

TASK FOUR

Down:

2. Embezzled
3. Etc
5. Netflix
6. Spanish
9. Singer
11. Tejano

Across:

1. Father
4. Fifteen
7. Posthumously
8. Texas
10. Eighth
12. English
13. Grammy
14. Lopez

GROUP MEMBERS:

TASK ONE

1.	F	O	R	T	Y							
2.	V	E	N	E	Z	U	E	L	A			
3.	J	O	H	N	S	O	N					
4.	R	E	A	G	A	N						
5.	O	C	H	O	A							
6.	J	A	Z	Z								
7.	V	I	R	T	U	A	L					

CODE WORD	Y	A	N	N	A	Z	L
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TASK TWO

1. Culture
2. Ancestry
3. Nationality
4. Spain
5. Chicanos
6. American

TASK THREE



7	2	5	1	3	6	8	4
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TASK FOUR

EENSSTFFPTEEGL

YOU ESCAPED!

REFERENCES

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Chávez, Ernesto. “Chicano Movement.” *Encyclopedia of Race and Racism*, edited by Patrick L. Mason, 2nd ed., vol. 1, Macmillan Reference USA, 2013, pp. 369-371. *Gale In Context: High School*, link.gale.com/apps/doc/CX4190600107/SUIC?

“Selena Quintanilla.” *Gale In Context Online Collection*, Gale, 2021. *Gale In Context: High School*, link.gale.com/apps/doc/QAJQTM022762470/SUIC?