

La Voz De M.A.Y.O. Tata Rambo

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Vocab

Activist, Barrio, Dreamers, ICE, Deportation, M.A.Y.O., National Farm Workers Association, Latinx, Okinawa WWII, PTSD, migrant workers, Model Cities Program, Gentrification

People

*Cesar Chavez

*Dolores Huerta

*Rosa Robles – 2015.

*Ramon Jaurigue – Tata Rambo – co-founded MAYO, helped Pascua Yaqui Tribe, WWII vet, orphan, political activist

* Rey Fimbres

Congressman Udall

Don Manuel Alvarez – newsletter writer

Teddy Acuna – Newsletter editor

Rosie Jimenez – Newsletter artist

Anselmo Valencia – Yaqui Leader

Pete Lopez

Valencia

Congressman Carl Hayden

Dennis Deconcini

Questions for author – have students keep a running list of questions that they would want to ask the author. Some examples below:

* Were you a reporter? What is your background? How did this bring you to creating a historical comic?

*Can you explain your research process and comics creation – did you need to leave anything out? Would you change anything?

*“This is a story about what I can prove and I think might have happened” – what parts of the comic were what you thought happened?

*Ramon died before the comic came out, how do you think he would have reacted?

*How did Ramon come to terms with serving during war and then dedicating his life to saving others after?

*Ramon was a marine – is there more info on his experiences in WWII?

*P. 11 – is he adding alcohol to his coffee in the morning? Was this to deal with PTSD?

Before Reading –

*Pre-assess – ask students to define civil rights and give historical examples.

*Have students analyze the front and back covers of the comic and predict what they will be reading about and discuss as a class.

*“Over the decades, comic books by and about people of color have become an important space as corrective to an otherwise straight male, Anglo-biased historical record...

As Jorge Santos so aptly states, ‘graphic novels and graphic memoirs present an opportunity to push against the consensus and create a more complete history.’” – from the foreword by Frederick Luis Aldama. What do these quotes mean? What other comic book/pop culture (tv, movies, music, etc.) examples are there that have helped create awareness of people outside of this narrative?

During Reading:

*p. 15 – PREDICT – what do you think is going to happen next in this story? Why?

Why is the word “Indians” in quotation marks? What does the Congressman mean by “You’re going

To wake a sleeping giant?”

p. 17-18 – why would it be important for the tribe to be federally recognized?

p. 19 – why would Cesar Chavez agreeing to protest with M.A.Y.O. be such an important event? (Connect with MLK coming into Selma and crossing Edmund Pettus Bridge)

p. 21 – what is the political cartoon suggesting will happen? How might people react?

p. 22 – What is the reason Mr. Fimbres gives for building the highway? Is this a good enough reason?

p. 23 – powerful images – do they make connections to other protests in US History? (teacher tip – compare to images from summer of 2020, protests in the Civil Rights Movement, etc.)

p. 24 – what is the meaning of the words the protestors are shouting? Why is this phrase important?

Chapter 2 Title Page – what does this term mean? Importance?

Chapter 2 – shifting viewpoints to the narrator.....

p. 35 LGBTQIA+ - what connections are there between this page and the author’s own journey in creating this comic?

p. 29 – Too many times, we tend to put historical figures on a pedestal and think that they are perfect beings. The author chose to be completely honest about his great grandfather, how does this impact your feelings about him as an activist? Should it? what is being suggested of Jaurigue here? P. 39

P.39 – should the tribe relocate? (Perhaps this is a time to discuss the Trail of Tears, shrinking tribal lands, etc.)

*What options were given to the tribe? Which option do you think they should have taken? Why?

*p.41 – why was this such an important moment for M.A.Y.O.?

*p. 41 – where is Tucson? Why an important place for migrant workers?

p. 42 – in what ways did Ramon and M.A.Y.O. try to help the community? (Connections to the Black Panthers and the breakfast program...)

p. 44 – What is the impact of Ramon's activism on his family?

p. 46 – substance abuse issues on reservations – small research project about reservation issues today? Why does it happen?)

pp. 50-51 – reflect on the history of Native Americans, especially the Yaqui... What does the author mean by "They won some battles... but lost the war?"

p. 54 – establishment of casinos – good move?

p. 54 – why was M.A.Y.O. not mentioned in the tribe's history?

Chapter 3

p. 62 – "People of color have fought in every war the U.S. has waged, but they're never mentioned. Specifically, Latinx will rot in the potter's field of history" – what does this mean? (This could be an opportunity for a small research project to find out what non-white males have fought/participated in U.S. wars).

p. 62 – Ramon was orphaned, do you think this played a role on why he became an activist?

p. 65 – Looking at the faces on the panelists on p. 65, what do you think will be the outcome of the meeting? Why?

p. 72 – Ramon's wife states that "it only cost him his home" – what does she mean by this? Do you think this was all worth it?

End – students can read through the Newsletter and primary sources to summarize the points being made.

After Reading –

Refer back to the answers from the pre-assessment (in the Before Reading section) on examples of the civil rights movement. Were Latinx examples given? Why or why not? Have a discussion centering around history/historiography and how voices can often be left out. Why does this happen? How can this be corrected?

Project Ideas:

*p. 20 - Woody Guthrie's "***This Land is Your Land***" – was this a protest song? Have students read the lyrics while and listening. Ask students to share songs that they listen to that inspire making meaningful change.

*Research and present on modern Native American and Latinx civil rights issues.

*Research the history of the Yaqui Tribe – where are they? What about tribes in your area? What is the current state of Native Americans?

*Students can research other voices that have been left out of the “textbook” and create their own comics in small groups, using tools to their comfort level. The teacher can provide a curated list of topics ahead of time or allow time for students to conduct some research on their own. Some may choose to hand-draw their comics, other may use online tools such as Pixton, some may even choose to combine different types of media into one comic. This assignment can be varied according to levels – even including a research paper, annotated works cited, etc.

*What would you protest today? How would you do it? M.A.Y.O. used their newsletter, La Voz De MAYO to spread awareness, how can it be done today? Instead of, or in addition to, the above project, students can create a modern media campaign to address modern civil rights issues. How would they do it? What tools would they use? Students can then create presentations, posters, etc. to share with the class.

*Create a superhero out of one of the people in this comic. What would their superpowers be? What is their origin story? What would their hero costume look like? What other historical heroes would be on their team? What historical figures would be their arch enemies? This could be expanded to include other civil rights activists.

Students can research the impact of PTSD on soldiers, both in the past and today. What is being done to help? How can students help?

Resources

<https://www.learningforjustice.org/classroom-resources/lessons/latino-civil-rights-timeline-1903-to-2006#:~:text=1929%20Several%20Latino%20service%20organizations,rights%20group%20in%20the%20country.>

<https://guides.loc.gov/latinx-civil-rights> - Library of Congress

Suggested Readings: (for more comics in the classroom resources, visit Historycomics.net)

*It would be interesting to share other graphic novels centering on civil rights issues of other communities, such as the **March Trilogy** (John Lewis, Andrew Aydin, Nate Powell), **They Called Us Enemy** (George Takei, Justin Eisinger, Steven Scott, Harmony Becker), etc.

Voces Sin Fronteras: Our Stories, Our Truth (Bilingual) – a comics story as told by Latinx immigrants.

La Borinqueña Written by creator Edgardo Miranda-Rodriguez, illustrated by Emilio Lopez, Sabrina Cintron, and Will Rosado, Colored by Juan Fernandez. Cover artwork by Ralph 'Rags' Morales and Emilio Lopez.

Ricanstruction: Reminiscing & Rebuilding Puerto Rico. Edgardo Miranda-Rodriguez

Puerto Rico Strong art and writing by Rosa Colon, Vita Ayala, Naomi Franquiz, Javier Cruz Winnik, Sabrina Cintron, Ronnie Garcia, Fabian Nicieza, Joamette Gil, and more.

Darkroom: A Memoir in Black and White by Lila Quintero Weaver

A Most Imperfect Union: A Contrarian History of the United States by Ilan Stavans

Tales from la Vida: A Latinx Comics Anthology by Frederick Luis Aldama

Ghetto Brother: Warrior to Peacemaker by Julian Voloj

Who is Ana Mendieta? By Christine Redfern

Latinx Superheroes in Mainstream Comics by Frederick Luis Aldama

21: The Story of Roberto Clemente by Wilfred Santiago

Cuba: My Revolution by Inverna Lockpez

Jack Jackson's American History: Los Tejanos & Lost Cause by Jack Jackson

Super Indian by Arigon Starr

Tales of the Mighty Code Talkers by Arigon Starr

<https://www.bigredhair.com/books/aztec-empire/about/> - fantastic free online comic about the Aztec Empire

<https://www.vox.com/2015/8/19/9173457/hispanic-latino-comic> - free online comic explaining the differences/similarities between Latino and Hispanic.

<https://www.youtube.com/watch?v=tLLCHbCgJbM> – Powerful video from the NY Times discussing the issues Latinos face today.