

## **Seeking the Latino Vote: Major Parties Offer Everything from Tamales to Emilio**

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### **INTRODUCTION**

Hispanics are America's fastest growing voting bloc and are about to become its largest majority group. Their large numbers in the nine most populated States totaling 75% of the electoral vote indicates that in close presidential elections, they could play a significant role in the final results. Most impressive is that their greatest gains are in the four States, California, New York, Texas, and Florida, with the largest electoral votes.(1)

According to the Census Bureau, there were 28 million Hispanics in the United States in 1997 totaling 11% of the population, but they project that by 2020, the total will increase to 53 million. Experts are predicting that the 2000 Census will reveal tremendous increases in the Latino electorate.(2)

Recognizing the growth of this new Latino electorate, the Republican Party began as early as 1996 to develop plans to gain support rather than ignore this group of voters as they had done in the past. The Democratic Party, observing Republican efforts, realized quickly that they could no longer take the Latino vote for granted and stepped up their efforts to maintain their support. Finally, candidates and political parties are recognizing the significant influence that Latinos could have in elections, but there are some obstacles such as non-participation in the Census, low voting percentages, and competition among Latino groups for leadership roles.(3)

The Latino electorate will study both major parties and find attractive policies in the conservatism of the Republicans' advocacy for school prayers, opposition to abortion, and support for family values. On the other hand, others will identify with the liberal policies of the Democrats such as pro bilingual education, anti-English as a National Language, pro civil rights, anti-racial districting, favorable immigration policies, and opposition to Governor Pete Wilson's anti-immigration policies in California.(4)

### **TEACHING UNIT OBJECTIVES**

- A. The Growth of the Hispanic Electorate and Its Effects on Political Campaigning
- B. Tactics Used by Candidates of Both Republican and Democratic Parties to Attract the Growing Electorate
- C. Study of the Major Political Issues Confronting Latinos and the Attempts of Candidates and Political Parties to Ignore or Address Them

## **RATIONALE FOR THE UNIT**

My teaching unit is designed to be used by any government teacher having a significant number of Latino Students. I teach in a high school that has a Latino enrollment of 95%. Latino students and their parents have a difficult time recognizing the potential political power they will have in the city of Houston and the State of Texas. Voting statistics in the neighborhood range from 15% to 39% of the eligible voters participating in major elections.

My goal as an educator is not only to teach them about the fundamental principles of United States government but to help them recognize their potential political influence in the future of this city and the State. To achieve this, I give my students a citizenship exam and issue "Sepulveda Citizenship Certificates," role-play mock elections, research candidates, debate political issues in a Mock Congress, and analyze voting patterns. My teaching unit will be a final component to achieve my goal.

## **TEXAS ESSENTIAL ELEMENTS**

### **Students will be able to:**

1. Interpret and analyze immigration census and population totals
2. Debate current immigration/Latino issues
3. Describe and report on techniques used by major political parties and candidates to attract the Latino voting electorate
4. Explain the possible political and economics effects which could result from the growing Latino electorate

## **TAAS OBJECTIVES**

### **Students will be able to:**

1. Debate pro and con on major issues
2. Compare and contrast information
3. Identify an opinion from a fact
4. Write grammatically correct essays

## **OBJECTIVE A: THE GROWING OF THE HISPANIC ELECTORATE AND ITS EFFECTS ON POLITICAL CAMPAIGNING**

The 1990s marked major changes in the growth of the Latino electorate. Since 1990, the number of Hispanics increased by 28% as a result of increased immigration and high birth rate. Second, a significant increase in the number of new citizens as a result of 1996 Immigration Law, which provided for temporary residency status for undocumented aliens who resided in the U.S. continuously prior to January 1, 1982. In addition, this law

also allowed the temporary residents to become legal residents if after 18 months they could show an understanding of English and knowledge of U.S. history and government. These residents would be eligible to become citizens once achieving legal residency. Third, increased political hostility toward immigrants especially in Florida and California with its Proposition 187 and 227 sparked an angry response from Latinos, which resulted in increased voter participation. Finally, the electoral significance of the States having the largest electoral vote as the Latino population will total 32.1 million representing 12% of the U.S. population. It is growing 53% faster than all U.S. population. Between 1995 and 2050, the Census Bureau projects an increase in Latinos of 25.8%, totaling 87.4 million or 25% of the U.S.A. population.(5)

Recognizing the many opportunities for Latinos to affect future elections, especially the 2000 Presidential Election. The Association of Hispanic Advertising Agencies launched 5 million broadcast and print campaign urging Latino citizens to register and vote in the 2000 election. VOTO is the title of the campaign that targets the 16 States with the most significant Hispanic population. These 16 States total 299 electoral votes, 29 more than needed to be elected president. Currently, an estimated 8 million Hispanics are registered in those States, and 5.4 million not registered yet.(6)

Most of the success of Latino voters has been in electing local political officeholders, according to Roberto Villarreal writing in the *American Political Science Review*. Most Latinos are young, poorer, less educated, and mostly non-citizens, thus, presenting a major barrier to current electoral successes. Of the eligible Latino voters' turnout is usually small. In the 1992 presidential election, Latino voting had more impact in the small states and not so much in large populated areas. With the increase in the electorate, the major changes, so far, occurred in a number of Hispanic State legislators and municipal officeholders.

There are specific problems that present barriers to Latino voting. While the population increases, a large number of Latinos are unable to vote because of issues such as approximately 32% of Latino households live in poverty, some 35% are without health insurance, more than one third are foreign born, and 90% live in urban areas. Latinos also face internal problems such as the lack of strong national leadership and national organization because the existing national organizations compete with each other and go after different agendas too often.(7)

## **LESSONS FOR OBJECTIVE A**

**Lesson One:** Students will be given graphs to analyze and interpret, relating to the increase in the Latino electorate and political activities. *See handout for Activity A.* There are four graph activities from the 1999 Statistical Abstract printed by the US Census Bureau. The first activity relates to projections for the year 2050. Feel free to add any additional questions for the students.

**Graph One:** I try to get the students to focus on forces that affect Hispanic immigration on the U.S.A.

**Graph Two:** Asks students to answer questions relating voting ages, voter registration, and voting records. It is an overall profile of the characteristics of the US Electorate.

**Graph Three:** Focuses on the number of Hispanic officeholders as of 1994. Graphs No. 481 and 484 refer to types of political offices held.

**Graph Four:** Focuses on population projection for 2025 based on age, race, and ethnic background.

**Lesson Two:** Using a U.S. map, students will name the 50 States and color the 16 States targeted by the Hispanic Advertising Agencies (New York, California, Texas, Florida, New Jersey, Illinois, Massachusetts, Arizona, New Mexico, Pennsylvania, Colorado, Georgia, Nevada, Washington, Alabama, and Oregon). Color these States one color different from the rest of the States, including the number of electoral vote for each of those States. *Use handout The Electoral College map Activity A-2.*

**Lesson Three: Post 2000 Election.** Prepare a graph or chart showing the breakdown of the 2000 presidential results. Using magazine and newspapers accounts prepare a chart or graph depicting the Latino impact nationally, in Texas, California, and at least four other selected States. Discuss the election result and decide if the Latino impact was significant in these major States.

## **OBJECTIVE B: IDENTIFY TACTICS USED BY CANDIDATES AND BOTH MAJOR PARTIES TO ATTRACT THE LATINO ELECTORATE.**

For years, the Latino vote has been in the political pocket of the Democratic Party and was usually ignored by the Republican Party. The growth in the Latino electorate forced the Republicans to begin to “court” the Latino vote and have set goals to get 40% of the Latino vote in 2000 election. As early as 1992, plans were made to attract Latinos. In the 1992 presidential election, Bill Clinton won 65% of the Latino vote, while President George Bush won 25%. In 1996, Clinton won 71% of the vote, and Dole won 21%, the lowest amount ever received by a Republican candidate. That year, former President Gerald Ford and Ronald Reagan sent memos urging the Republican Party leaders to mend fences with Latino voters.

According to Angelo Falcon, all the major candidates are speaking Spanish, included Spanish language sections on their campaign web sites, and conducted special polls and opinion surveys aimed at Latinos. On the campaign trail, it was not unusual to include tamales and tacos to be served at various fund raisers.(8)

Texas Governor George W. Bush even flew Hispanic singer Emilio and his band to play in Ohio, a State with few Latinos. Bilingual campaign ads targeted those States

with a large Hispanic electorate. The Republicans believe that they offer issues which Hispanics support such as school prayers, school vouchers, anti-abortion and family value issues. The Party is hurt by the actions of the Republican leaders in Congress who have angered Hispanics with the refusal of House Speaker Dennis Hastert to meet with Latino leaders, and Congressional proposals aimed at cutting bilingual education funding, a controversial reorganization of the Immigration and Naturalization Service (INS), proposing anti-immigration laws and the slow confirmation of some Latino federal judicial appointments.(9)

The latter has been a major Republican weapon against the President. Speaking in Houston, Texas on June 19, 2000, President Clinton urged the members of the Southwestern Voter Registration Education Project to inform the electorate that the Republican leadership has foiled his attempts appointed Hispanic federal judges. He listed his appointment of a Harvard educated El Paso lawyer, Enrique Moreno, who was nominated in September of 1999 to the New Orleans 5th Circuit Court of Appeals. The opposition of Texas Senators Kay Bailey Hutchinson and Phil Gramm has effectively stalled his appointment. Judge Richard Paez of California has been waiting for over four years for Judiciary Committee Chairman Orrin Hatch to allow a Senate vote. Ricardo Moreno's nomination to the US District Court in the Southern District of Texas is also stalled. Finally, Kathleen McCree-Lewis of Detroit, who would have been the first black woman to serve in the 6th District Court, cannot get a confirmation hearing.(10)

The Democratic Party supports and stress issues that Latinos consider very important such as affirmative action, Medicare, health reform, increasing the minimum wage, educational funding, protection of social security program, and labor union support. The biggest help to the Democratic Party has been the policies of California governor, Pete Wilson. Opposition to his plans to restrict social services and education to residents only or possibly to citizens only served as a wake up call to Latinos to protect themselves with citizenship status, the use of the ballot, and court actions to stop these policies.(11)

The only person attracting votes for the Republican Party is George W. Bush, governor of Texas, who has opposed English-Only propositions, stresses close tie with Mexico, speaks Spanish, and urges educational reforms. He has been very careful to disassociate himself from Pete Wilson and, so far, aimed his campaign at middle class Hispanics. This strategy may backfire because 30% of Latinos live in poverty, and he avoids facing those issues. The popularity of his father, the former president and his brother, Jeb Bush, governor of Florida, will help him overcome the lack of popular Latino support for the Republican Congressional leadership. Can he overcome the popularity of Vice President Al Gore, who has not ignored the Latino vote but has spent time, made speeches, and set up a web site aimed at addressing many of these issues.(12)

## LESSONS FOR OBJECTIVE B

**Lesson One:** Have the students prepare a poll on Hispanic issues, give the poll, and present the results to the class (see sample of Hispanic issues). Have the students come with their own questions or suggests some of the following:

1. Do you support affirmative action programs?
2. Should abortions be abolished?
3. Do you believe the criminal justice system is biased toward minorities?
4. Should legal residents be able to vote and run for office?
5. Should a free education be provided for undocumented workers?
6. Do you believe that non-Hispanic Americans are aware of the Latino's contributions to the USA?
7. Can you name three important contributions of Hispanics? List them.
8. Do you believe that anti-immigration measures unfairly target Latinos?
9. Do you believe that Latino children should be taught in Spanish and in English?

**Lesson Two:** Have the students divide into groups and prepare an ad campaign for a major candidate who wishes to appeal to the Latino voters. The ad campaign must include the following:

1. a slogan addresses to the Latino voters
2. three to four poster ads
3. a commercial that may be video taped or presented in front of the class.

*Follow up:* Have students identify propaganda techniques used in commercials.

(Handout: analysis sheet for students to use with analysis of commercials)

**Lesson Three:** Research the major issues in the presidential campaign and find what the major candidates think about each one. Based on your research, select one candidate who you believe could best serve the Hispanic community. Write a two to three page opinion paper based on your research of the candidates.

## OBJECTIVE C: A STUDY OF THE MAJOR POLITICAL AND ECONOMIC ISSUES CONFRONTING LATINOS AND THE ATTEMPTS OF THE POLITICAL PARTIES AND THEIR CANDIDATES TO ADDRESS THEM.

Latinos are very concerned about the following issues (13):

- **Treatment of Immigrants.** Controversies still exists over the detention of Cubans and Haitians in federal refugee camps. Those in the camps suffer from illnesses such as AIDS, have serious criminal backgrounds, or have no relatives willing to be responsible for them. Most controversial has been the case of Elian Gonzalez, the six-year-old Cuban Gulf survivor. Elian was caught in a fight between his Miami relatives, who sought to keep him in a democratic United States and his Cuban father, who sought his return to Cuba. The Republican Party used the issue to gain Cuban American support by urging legislation to grant Elian residency. The Republicans were in a no-lose situation and could only gain by appearing to be the champions of

human rights. They accused the Clinton administration (Al Gore) of not doing enough to settle the question and for supporting the INS position that Elian should be returned to his Cuban father. When INS invaded the Miami relatives' home, the Republicans accused the Clinton administration of communist home invasion tactics. The issue was used to counter the negative actions of California Governor Pete Wilson.

- **Cutting Federal Funds for Bilingual Education.** How effective is bilingual education? California is ready to abolish it, and Latinos have gone to court to oppose it. In Texas, Governor Bush is too politically astute to speak against it. Educators around the country seem to be pushing immersion rather than bilingualism. Yet, on March 12, 2000, a story in the *Houston Chronicle* quoted Secretary of Education Reed criticized the public education system for not addressing the needs of Latino students resulting in high drop out rates and urged the use of bilingual techniques to keep them in school.
- **Crime and Drugs.** Crime and drugs are found in all neighborhoods, but their presence in low-income Latino neighborhoods result in great fear of the police. Law enforcement officers have gained a poor reputation for racial profiling in searching and arresting suspects and for over publicized shootings of unarmed foreign nationals. Despite the problems of gangs and drive by shootings, Latinos have a difficult time relying on the police and language barriers only increase the distrust.
- **Low Wages and Poverty.** The income of Latinos has not increased at the same rate as other minorities. Many Latinos do not have the skills or education needed to raise their income levels. Particularly hurting is the high drop out rate due to difficulties with schoolwork, pressure to earn a living and help support the family, high pregnancy rates in high schools, and gang activity. Gore can credit the Clinton Administration for the raise in the minimum wage despite opposition by many Republicans.
- **Abolishment of College Affirmative Action Programs.** There are declines in minority enrollments in Texas colleges, some Ivy League colleges, and other colleges. The cost of college today is so expensive that the average intelligent Latino would have a difficult time attending any college except for an inexpensive one that is close to home. The above average students will have to compete for scholarships, many of which are available only to US citizens. An additional problem that no one will address is the problem of undocumented, intelligent, young Latinos, who are unable to attend college without a social security number or residency status. Unless they pay expensive international fees, they will not be attending college.
- **The English Only Proposals.** These proposals are seen as a form of discrimination against immigrants. In an election year, few candidates will bring up the issue if they hope for any type of favorable support. Texas Governor Bush has already taken the

politically correct opinion for Texas Latinos that he opposes the English only proposition although his brother, Florida Governor Jeb Bush, supported its passage. On the Democratic side, Vice President Al Gore has strongly opposed these proposals.

- **Education Reforms.** This topic is ranked one or two among voters, yet the power for educational reforms really is under the authority of the States. Students and teachers understand curriculum objectives and specific programs such as ESL and Special Education, but those are still under the control of the States. Teacher licensing and student testing are determined by each State. On the federal level, Congress can demand higher standards, but it is still up to the States to change the Standards. There are some federal programs for schools having low-income students, but these programs do not significantly affect the quality of education. So, as every candidate espouses how they will solve our educational problems, they will end up with limited power and limited influence over real educational problems. Some candidates push for school vouchers, yet once again, they are part of the choices for the State and not the federal government.
- **Death Penalty.** This topic became hot in the summer of 2000. Most Americans continue to support the death penalty in high percentages but want to make certain that innocent persons are not executed. The anti-capital punishment groups rallied around controversial cases such as Texas/Gary Graham case, which forces Governor George W. Bush to defend his positions and actions. *Newsweek's* June 12th of 2000 edition focuses on this issue and includes stories on Graham. The question surrounding him was should he be executed if he did not have a fair trial due to poor attorney representation.

## LESSONS FOR OBJECTIVE C

**Lesson One:** Using a model form, write a bill relating to a Latino or immigration issue that you believe should be passed. This is a group activity with directions for Mock Congress.

1. Divide the class up into groups of 4-5 students per group.
2. Each group will select a different topic for a congressional bill and use the sample bill Handout C-1.
3. Elect a chairperson and a co-chair to make opening and closing statements.
4. Allow time for research (2-3 days).
5. Set a deadline for bills to be due. Make a copy of each bill for everyone in the class.

### ***Rule for the Mock Legislature***

1. Call chamber to order and have the *clerk* do the roll call.
2. On the board, list the order of bills for debate (mix controversial with non-controversial topics).
3. Using parliamentary procedures, recognize author of bill #1.



4. Each bill is introduced by chairperson (read bill, corrections, and 2 minutes speech on why bill should be passed).
5. Negative debate alternates with affirmative debate. Each bill is allowed 20 minutes for debate and amendments.
6. Co-chair makes 2 minutes closing statement reminding everyone why they should vote for the bill.
7. Vote and count votes. Needs majority to pass a bill or 2/3 for an amendment.

**Lesson Two:** Write a pro and con essay on one of the topics listed below:

***Immigration: Pro/Con – A Writing Assignment.***

*Directions:* 1. Select one of the topics below and write a 3-4 reaction paper. 2. Follow course writing guidelines including biographical citations, interviews, and current articles.

1. Children of undocumented workers should not receive a free education.
2. An amendment declaring English as the official language of the United States is designed to discriminate.
3. Federal jobs should not be restricted to only US citizens.
4. The constitution should be amended to allow naturalized citizens to hold the office of President and Vice President.
5. Organizations discriminate when they label their scholarships for citizens only.
6. Affirmative action programs are still needed today.
7. Bilingual education is unnecessary and only discourages students from learning English.
8. Immigrants hurt the American economy and take jobs away from native-born Americans.
9. Only citizens should be eligible to receive social services such as welfare, Medicaid, free clinics, etc.
10. The federal government should pay for the cost of all the social services that some States, particularly California, Texas, New York, and Florida, had to provide because of their large immigrant populations.
11. Teenage pregnancies are on the increase among Latinos, who is to blame?

**Lesson Three:** An interview activity. Have the students search and research information on a Hispanic officeholder either from Houston, Texas or the United States Congress. Check Congressional Directory Information, Tomas Rivera Policy Institute, or National Association of Elected Latino Officeholders (NAELO). Option: Students may wish to research a Latino organization such as the Southwest Voter Registration Education Project.

## END NOTES

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4. "National Latino Issues Survey," *The National Council of La Raza*. February 2000.
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8. Brooke, Bob. "Strength in Numbers," *Hispanic Magazine*. January-February 2000. Falcon, Angelo. "Vote Por Me Amigos," *The Nation*. New York, Feb. 14, 2000.
9. Guittierrea, Jose Angel. "The End of the White Electoral Domination in Houston, Texas." Center for Mexican American Studies, University of Houston, 2000.
10. Mason, Julie and Greg McDonald. "Clinton Hints GOP Foils Judicial Diversity," *Houston Chronicle*. June 20, 2000.
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12. Vargas, Arturo. *Vital Speeches*. Sept. 29, 1999.
13. Borrus, Amy. "Nobody Ignoring Hispanics Now," *Business Week*. New York, Nov. 1, 1999.
14. Issues Objective C has many resources including those below:

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- Harwood, John, "Courting Hispanics: The New Soccer Moms of Politics," *Wall Street Journal*. New York, October 1999. This article describes the formation of a Republican focus group to determine the reasons for Hispanic antipathy toward them.

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APPENDICES

OBJECTIVE A-LESSON ONE: GRAPH ONE  
 GRAPHING ACTIVITY: PROJECTIONS TO 2050

**No. 12. Resident Population—Selected Characteristics, 1790 to 1998, and Projections, 2000 to 2050**

[In thousands (3,172 represents 3,172,000)]

Date	Sex		Race					
	Male	Female	White	Black	Total	Other		
						American Indian, Eskimo, Aleut	Asian, Pacific Islander	Hispanic origin
1790 (Aug. 2) <sup>2</sup> . . . . .	(NA)	(NA)	3,172	757	(NA)	(NA)	(NA)	(NA)
1800 (Aug. 4) <sup>2</sup> . . . . .	(NA)	(NA)	4,306	1,002	(NA)	(NA)	(NA)	(NA)
1850 (June 1) <sup>2</sup> . . . . .	11,838	11,354	19,553	3,639	(NA)	(NA)	(NA)	(NA)
1900 (June 1) <sup>2</sup> . . . . .	38,816	37,178	66,809	8,834	351	(NA)	(NA)	(NA)
1910 (Apr. 15) <sup>2</sup> . . . . .	47,332	44,640	81,732	9,828	413	(NA)	(NA)	(NA)
1920 (Jan. 1) <sup>2</sup> . . . . .	53,900	51,810	94,821	10,463	427	(NA)	(NA)	(NA)
1930 (Apr. 1) <sup>2</sup> . . . . .	62,137	60,638	110,287	11,891	597	(NA)	(NA)	(NA)
1940 (Apr. 1) <sup>2</sup> . . . . .	66,062	65,608	118,215	12,866	589	(NA)	(NA)	(NA)
1950 (Apr. 1) <sup>2</sup> . . . . .	74,833	75,864	134,942	15,042	713	(NA)	(NA)	(NA)
1950 (Apr. 1) . . . . .	75,187	75,139	135,150	15,045	1,131	(NA)	(NA)	(NA)
1960 (Apr. 1) . . . . .	88,331	90,992	158,832	18,872	1,620	(NA)	(NA)	(NA)
1970 (Apr. 1) <sup>3</sup> . . . . .	98,926	104,309	178,098	22,561	2,557	(NA)	(NA)	(NA)
1980 (Apr. 1) <sup>4,5</sup> . . . . .	110,053	116,493	194,713	26,683	5,150	1,420	3,729	14,609
1990 (Apr. 1) <sup>6</sup> . . . . .	121,271	127,494	208,727	30,511	9,527	2,065	7,462	22,372
1991 (July 1) <sup>7</sup> . . . . .	122,943	129,184	210,981	31,131	10,035	2,110	7,924	23,384
1992 (July 1) <sup>7</sup> . . . . .	124,404	130,590	212,860	31,667	10,467	2,148	8,319	24,275
1993 (July 1) <sup>7</sup> . . . . .	125,767	131,979	214,877	32,179	10,890	2,185	8,705	25,214
1994 (July 1) <sup>7</sup> . . . . .	127,028	133,261	216,365	32,654	11,271	2,221	9,050	26,152
1995 (July 1) <sup>7</sup> . . . . .	128,272	134,493	218,010	33,098	11,657	2,254	9,403	27,099
1996 (July 1) <sup>7</sup> . . . . .	129,483	135,707	219,823	33,518	12,050	2,289	9,761	28,062
1998 (July 1) <sup>7</sup> . . . . .	130,750	136,984	221,317	33,973	12,454	2,324	10,130	29,160
1998 (July 1) <sup>7</sup> . . . . .	132,046	138,252	223,001	34,431	12,867	2,360	10,507	30,250
2000 (July 1) <sup>8</sup> . . . . .	134,181	140,453	225,532	35,454	13,647	2,402	11,245	31,366
2005 (July 1) <sup>8</sup> . . . . .	139,785	146,196	232,463	37,734	15,784	2,572	13,212	36,057
2010 (July 1) <sup>8</sup> . . . . .	145,584	152,132	239,588	40,109	18,019	2,754	15,265	41,139
2015 (July 1) <sup>8</sup> . . . . .	151,750	158,363	247,193	42,586	20,355	2,941	17,413	46,705
2020 (July 1) <sup>8</sup> . . . . .	158,021	164,721	254,887	45,075	22,780	3,129	19,651	52,652
2025 (July 1) <sup>8</sup> . . . . .	164,119	170,931	262,227	47,539	25,284	3,319	21,965	58,930
2050 (July 1) <sup>8</sup> . . . . .	193,234	200,698	294,615	60,592	38,724	4,371	34,352	96,508

NA Not available. <sup>1</sup> Persons of Hispanic origin may be of any race. <sup>2</sup> Excludes Alaska and Hawaii. <sup>3</sup> The revised 1970 resident population count is 203,302,031; which incorporates changes due to errors found after tabulations were completed. The race and sex data shown here reflect the official 1970 census count. <sup>4</sup> The race data shown have been modified; see text of this section for explanation. <sup>5</sup> See footnote 4, Table 1. <sup>6</sup> The April 1, 1990, census count (243,765,170) includes count resolution corrections processed through August 1997 and does not include adjustments for census coverage errors except for adjustments estimated for the 1995 Census Test in Oakland, California; Patterson, New Jersey; and six Louisiana parishes. These adjustments amounted to a total of 55,287 persons. <sup>7</sup> Estimated. <sup>8</sup> Middle series projection; see Table 3.

U.S. Census Bureau, Statistical Abstract of the United States: 1999

1. According to the US Census Bureau Projections above, which ethnic group will have the greatest growth by the year 2050? \_\_\_\_\_
2. Explain how each of the following factors might contribute to increased Hispanic growth. (Suggestion: Use interviews)
  - A. Birthrates
  - B. Economic/Political conditions in Mexico
  - C. Reunification of families
  - D. Economic Opportunities in the USA
  - E. Other

## OBJECTIVE A-LESSON ONE: GRAPHING ACTIVITY-GRAPH TWO

Using the information from the US Census Bureau below, answer the questions.

### No. 487. Voting-Age Population, Percent Reporting Registered, and Voted: 1980 to 1998

[As of November. Covers civilian noninstitutional population 18 years old and over. Includes aliens. Figures are based on Current Population Survey (see text, Section 1, Population, and Appendix II) and differ from those in Table 489 based on population estimates and official vote counts.]

Characteristic	Voting-age population (mil.)								Percent reporting they registered								Percent reporting they voted							
									Presidential election years				Congressional election years				Presidential election years				Congressional election years			
	1980	1988	1990	1992	1994	1996	1998		1980	1988	1992	1996	1988	1990	1994	1998	1980	1988	1992	1996	1988	1990	1994	1998
Total <sup>1</sup>	157.1	176.1	182.1	185.7	190.3	193.7	198.2	65.9	66.6	68.2	65.9	64.3	62.2	62.0	62.1	59.2	57.4	61.3	54.2	48.0	45.8	44.8	41.9	
18 to 20 years old	12.3	10.7	10.8	9.7	10.3	10.8	11.4	44.7	44.9	48.3	45.6	35.4	35.4	37.2	32.1	35.7	33.2	38.5	31.2	18.6	18.4	16.5	13.5	
21 to 24 years old	15.9	14.8	14.0	14.6	14.9	13.9	14.1	52.7	50.6	55.3	51.2	46.6	43.3	45.5	43.1	38.3	45.7	33.4	24.2	22.0	22.3	19.2		
25 to 34 years old	35.7	42.7	42.7	41.6	41.1	40.1	38.6	62.0	57.8	60.6	56.9	55.8	52.0	51.5	52.4	54.6	48.0	53.2	43.1	35.1	33.8	32.2	28.0	
35 to 44 years old	25.6	35.2	37.9	38.7	41.9	43.3	44.4	70.6	69.3	69.2	66.5	67.9	65.5	63.3	62.4	64.4	61.3	63.6	54.9	49.3	48.4	46.0	40.7	
45 to 64 years old	43.6	45.9	46.9	49.1	50.9	53.7	57.4	75.8	75.5	75.3	73.5	74.8	71.4	71.0	71.1	69.3	67.9	70.0	(NA)	58.7	55.8	58.0	53.8	
65 years old and over	24.1	28.8	29.9	30.8	31.1	31.9	32.3	74.6	76.4	78.0	77.0	78.9	76.5	75.6	75.4	65.1	68.8	70.1	(NA)	60.9	60.3	60.7	59.5	
Male	74.1	84.5	86.6	88.6	91.0	92.6	95.2	66.6	65.2	66.9	64.4	63.4	61.2	60.8	60.6	58.1	56.4	60.2	52.8	45.8	44.6	44.4	41.4	
Female	83.0	91.6	95.5	97.1	99.3	101.0	103.0	67.1	67.8	69.3	67.3	65.0	63.1	63.2	63.5	59.4	58.3	62.3	55.5	46.1	45.4	44.9	42.4	
White	137.7	152.9	155.6	157.8	160.3	162.8	165.8	68.4	67.9	70.1	67.7	65.3	63.8	64.2	63.9	60.9	59.1	63.6	56.0	47.0	46.7	46.9	43.3	
Black	16.4	19.7	20.4	21.0	21.8	22.5	23.3	60.0	64.5	63.9	63.5	64.0	58.8	58.3	60.2	50.5	51.5	54.0	50.6	43.2	39.2	37.0	39.6	
Hispanic <sup>2</sup>	8.2	12.9	13.8	14.7	17.5	18.4	20.3	36.3	35.5	35.0	35.7	35.9	32.3	30.0	33.7	29.9	28.8	28.9	26.7	24.2	21.0	19.1	20.0	
Region: <sup>3</sup>																								
Northeast	35.5	37.9	38.1	38.3	38.4	38.3	38.5	64.8	64.8	67.0	64.7	62.0	61.0	60.9	60.8	58.5	57.4	61.2	54.5	44.4	45.2	45.2	41.2	
Midwest	41.5	43.3	43.9	44.4	44.5	45.2	45.9	73.8	72.5	74.6	71.6	70.7	68.2	68.7	68.2	65.8	62.9	67.2	59.3	49.5	48.6	48.8	47.3	
South	50.6	60.7	62.4	63.7	66.4	68.1	70.1	64.8	65.8	67.2	65.9	63.0	61.3	60.7	62.7	55.6	54.5	59.0	52.2	43.0	42.4	40.5	38.6	
West	29.5	36.2	37.7	39.3	41.0	42.1	43.7	63.3	63.0	63.6	60.8	60.8	57.7	58.1	56.0	57.2	55.6	58.5	51.8	48.4	45.0	48.4	42.3	
School years completed:																								
8 years or less	22.7	19.1	17.7	15.4	14.7	14.1	13.3	53.0	47.5	43.9	40.7	50.5	44.0	40.1	40.2	42.6	36.7	35.1	28.1	32.7	27.7	23.2	24.6	
High school																								
1 to 3 years	22.5	21.1	21.0	<sup>4</sup> 21.0	<sup>4</sup> 20.7	21.0	21.0	54.6	52.8	<sup>4</sup> 50.4	47.9	52.4	47.9	<sup>4</sup> 44.7	43.4	45.6	41.3	<sup>4</sup> 41.2	33.8	33.8	30.9	<sup>4</sup> 27.0	25.0	
4 years	81.2	70.0	71.5	<sup>5</sup> 65.3	<sup>5</sup> 64.9	65.2	65.8	66.4	64.6	<sup>5</sup> 64.9	62.2	62.9	60.0	<sup>5</sup> 58.9	58.8	58.9	54.7	<sup>5</sup> 57.5	49.1	44.1	42.2	<sup>5</sup> 40.5	37.1	
College:																								
1 to 3 years	26.7	34.3	36.3	<sup>6</sup> 46.7	<sup>6</sup> 50.4	50.9	52.9	74.4	73.5	<sup>6</sup> 75.4	72.9	70.0	68.7	<sup>6</sup> 68.4	68.3	67.2	64.5	<sup>6</sup> 68.7	60.5	49.8	50.0	<sup>6</sup> 49.1	46.2	
4 years or more	24.0	33.6	35.6	<sup>7</sup> 37.4	<sup>7</sup> 39.4	42.5	45.4	84.3	83.1	<sup>7</sup> 84.8	80.4	77.8	77.3	<sup>7</sup> 76.3	75.1	79.9	77.8	<sup>7</sup> 81.0	73.0	62.5	62.5	<sup>7</sup> 63.1	57.2	
Employed	86.0	113.8	115.5	116.3	122.6	125.6	135.7	68.7	67.1	69.9	67.0	64.4	62.6	62.9	62.8	61.8	58.4	63.8	55.2	45.7	45.1	45.2	41.2	
Unemployed	6.9	5.8	6.7	8.3	6.5	6.4	5.2	50.3	50.4	53.7	52.5	50.6	44.6	46.4	48.5	41.2	38.8	46.2	37.2	31.2	27.9	28.3	28.4	
Not in labor force	55.2	58.5	59.9	61.1	61.2	61.6	62.5	65.8	67.2	66.8	65.1	65.4	63.4	61.9	62.1	57.0	57.3	58.7	54.1	48.2	48.7	45.3	44.5	

NA Not available. <sup>1</sup> Includes other races not shown separately. <sup>2</sup> Hispanic persons may be of any race. <sup>3</sup> For composition of regions, see map, inside front cover. <sup>4</sup> Represents those who completed 9th to 12th grade, but have no high school diploma. <sup>5</sup> High school graduates. <sup>6</sup> Some college or associate degree. <sup>7</sup> Bachelor's or advanced degree.

Source: U.S. Census Bureau, Current Population Reports, P20-453 and P20-466; and unpublished data.

U.S. Census Bureau, Statistical Abstract of the United States: 1999

Use the graph above to answer the following questions on a separate sheet of paper.

- Using the information above, agree or disagree with the following statements:
  - Older citizens tend to register and vote in greater percentage than citizens of other ages.
  - College educated citizens vote in greater percentage than persons without a college education.
  - Hispanics vote in greater number than other ethnic groups.
- If you are a presidential candidate, identify groups from the list above that you believe your campaign should target. Explain why.
- If women tend to vote in greater number than men, what are three issues that you would address in order to attract the female vote. Explain why.

## OBJECTIVE A – LESSON ONE: GRAPH THREE

Read the statistical information given below and answer the questions.

**No. 481. Local Elected Officials, by Sex, Race, Hispanic Origin, and Type of Government: 1992**

Sex, race, and Hispanic origin	General purpose				Special purpose	
	Total	County	Municipal	Town, township	School district	Special district
Total	493,830	58,818	135,531	126,958	88,434	84,089
Male	324,255	43,583	94,808	76,213	54,443	55,228
Female	100,531	12,525	28,825	27,702	24,730	8,749
Sex not reported	69,044	2,730	13,898	23,043	9,261	20,112
White	405,906	52,705	114,880	102,676	73,894	81,750
Black	11,542	1,715	4,566	389	4,222	670
American Indian, Eskimo, Aleut	1,800	147	776	86	564	227
Asian, Pacific Islander	514	80	97	16	184	137
Hispanic	5,859	906	1,701	216	2,466	570
Non-Hispanic	413,902	53,741	118,618	102,931	76,398	62,214
Race, Hispanic origin not reported	74,089	4,171	15,212	23,811	9,570	21,305

Source: U.S. Census Bureau, 1992 Census of Governments, Popularity Elected Officials, (GC92(1)-2).

**No. 484. Hispanic Public Officials, by Office, 1985 to 1994, and by State, 1994**

[As of September. For states not shown, no Hispanic public officials had been identified]

State	Total	State executives and legislators <sup>1</sup>	County and municipal officials	Judicial and law enforcement	Education and school boards	State	Total	State executives and legislators <sup>1</sup>	County and municipal officials	Judicial and law enforcement	Education and school boards
1985 (Sept.)	3,147	129	1,316	517	1,185	IN	8	1	5	1	1
1986 (Sept.)	3,202	132	1,352	530	1,188	KS	7	5	1	-	-
1987 (Sept.)	3,317	138	1,412	568	1,199	LA	12	3	1	8	-
1988 (Sept.)	3,360	135	1,425	574	1,226	MD	2	-	1	-	1
1989 (Sept.)	3,783	143	1,724	575	1,341	MA	1	-	-	-	1
1990 (Sept.)	4,004	144	1,819	583	1,458	MI	8	-	5	1	2
1991 (Sept.)	4,202	151	1,867	596	1,588	MN	3	2	-	1	-
1992 (Sept.)	4,994	150	1,908	628	2,308	MO	1	-	1	-	-
1993 (Sept.)	5,170	162	2,023	633	2,332	MT	2	-	-	1	1
1994 (Sept.)	5,459	189	2,197	651	2,412	NE	3	-	2	-	1
1994	8,468	199	2,197	661	2,412	NV	4	1	-	1	2
AK	1	1	-	-	-	NJ	37	2	17	1	17
AZ	341	11	144	50	136	NM	716	50	410	105	151
AR	2	1	-	-	-	NY	83	12	13	11	47
CA	798	16	349	50	381	OH	4	-	1	2	1
CO	201	9	140	10	42	OK	1	-	-	1	1
CT	26	12	9	-	5	OR	5	-	3	1	1
DE	1	-	1	-	-	PA	8	1	3	1	3
DC	1	-	-	1	-	RI	1	1	-	-	-
FL	64	16	33	12	3	TX	2,215	41	1,022	389	763
HI	2	2	-	-	-	UT	1	1	-	-	-
ID	2	1	1	-	-	WA	14	2	4	2	6
IL	681	7	26	3	2845	WI	2	-	2	-	-
						WY	3	1	2	-	-

- Represents zero. <sup>1</sup> Includes U.S. Representatives. <sup>2</sup> Includes local school council members in the Chicago area.

Source: National Association of Latino Elected and Appointed Officials, Washington, DC. National Roster of Hispanic Elected Officials, annual.

### Questions for chart No. 481

- How many Hispanics were elected to:
  - \*school districts? \_\_\_\_\_
  - \*municipal offices? \_\_\_\_\_
  - \*special districts? \_\_\_\_\_
  - \*special districts? \_\_\_\_\_
  - \*county? \_\_\_\_\_
  - \*total officeholders \_\_\_\_\_
- What is the total Hispanic, local officeholders in 1992? \_\_\_\_\_
- Investigate your county, city, and school board and identify the number and sex of Hispanic officeholders.

### Questions for chart No. 484

- The total number of Hispanic officeholders in 1994 was \_\_\_\_\_.
- Which State has the most Hispanic officeholders in 1994? \_\_\_\_\_.
- List the top five States with the most Hispanic officeholders. \_\_\_\_\_
- Extra Credit: Try to update this information for your State.



**OBJECTIVE A - LESSON ONE: GRAPH FOUR**  
***HISPANIC PROJECTIONS BY AGE, SEX, AND RACE THROUGH 2050***

**No. 25. Projections of Hispanic and Non-Hispanic Populations, by Age, Sex, and Race: 2000 to 2025**

(As of July 1 (31,368 represents 31,368,000). Resident population. Data are for middle series; for assumptions, see Table 3)

Age, sex, and race	Population (1,000)				Percent distribution			
	2000	2005	2010	2025	2000	2005	2010	2025
<b>Hispanic origin, total <sup>1</sup></b>	<b>31,368</b>	<b>36,057</b>	<b>41,139</b>	<b>58,930</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Under 5 years old	3,203	3,580	4,080	5,662	10.2	9.9	9.9	9.6
5 to 13 years old	5,651	6,215	6,854	9,479	18.0	17.2	16.2	16.1
14 to 17 years old	2,179	2,672	3,007	3,944	6.9	7.4	7.3	6.7
18 to 24 years old	3,679	4,270	5,101	6,560	11.7	11.8	12.4	11.1
25 to 34 years old	5,181	5,414	6,059	8,748	16.5	15.0	14.7	14.8
35 to 44 years old	4,836	5,421	5,562	7,345	15.4	15.0	13.5	12.5
45 to 54 years old	3,049	3,927	4,833	5,791	9.7	10.9	11.7	9.8
55 to 64 years old	1,717	2,260	2,997	5,272	5.5	6.3	7.3	8.9
65 to 74 years old	1,120	1,308	1,606	3,595	3.6	3.6	3.9	6.1
75 to 84 years old	568	748	896	1,771	1.8	2.1	2.2	3.0
85 years old and over	183	242	345	763	0.6	0.7	0.8	1.3
Male	15,799	18,082	20,557	29,276	50.4	50.1	50.0	49.7
Female	15,568	17,975	20,582	29,654	49.6	49.9	50.0	50.3
<b>Non-Hispanic White, total</b>	<b>197,061</b>	<b>199,802</b>	<b>202,390</b>	<b>209,117</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Under 5 years old	11,807	11,367	11,445	11,510	6.0	5.7	5.7	5.5
5 to 13 years old	23,125	22,072	21,063	21,396	11.7	11.0	10.4	10.2
14 to 17 years old	10,444	10,769	10,230	9,622	5.3	5.4	5.1	4.6
18 to 24 years old	17,510	18,443	18,880	18,785	8.9	9.2	9.3	8.0
25 to 34 years old	25,144	23,806	24,631	24,935	12.8	11.9	12.2	11.9
35 to 44 years old	32,362	29,299	25,628	26,278	16.4	14.7	12.7	12.6
45 to 54 years old	28,485	31,024	31,541	23,797	14.5	15.5	15.6	11.4
55 to 64 years old	19,039	23,285	27,137	27,490	9.7	11.7	13.4	13.1
65 to 74 years old	14,825	14,660	16,653	26,504	7.5	7.3	8.2	12.7
75 to 84 years old	10,607	10,868	10,394	15,373	5.4	5.4	5.1	7.4
85 years old and over	3,694	4,209	4,788	5,428	1.9	2.1	2.4	2.6
Male	96,438	97,946	99,381	103,169	48.9	49.0	49.1	49.3
Female	100,624	101,856	103,009	105,948	51.1	51.0	50.9	50.7
<b>Non-Hispanic Black, total</b>	<b>33,668</b>	<b>35,485</b>	<b>37,466</b>	<b>43,811</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Under 5 years old	2,929	3,018	3,187	3,571	8.7	8.5	8.5	8.2
5 to 13 years old	5,391	5,430	5,531	6,339	16.1	15.3	14.8	14.6
14 to 17 years old	2,285	2,568	2,547	2,831	6.8	7.2	6.8	6.5
18 to 24 years old	3,751	3,975	4,354	4,809	11.2	11.2	11.8	10.6
25 to 34 years old	4,883	4,883	5,111	5,942	14.5	13.8	13.6	13.7
35 to 44 years old	5,347	5,154	4,877	5,521	15.9	14.5	13.0	12.7
45 to 54 years old	3,922	4,654	5,008	4,613	11.7	13.1	13.4	10.6
55 to 64 years old	2,301	2,850	3,601	4,496	6.9	8.0	9.6	10.3
65 to 74 years old	1,608	1,895	1,921	3,634	4.8	4.8	5.1	8.4
75 to 84 years old	882	919	947	1,457	2.6	2.6	2.5	3.3
85 years old and over	310	344	381	496	0.9	1.0	1.0	1.1
Male	15,871	16,760	17,676	20,494	47.3	47.2	47.2	47.1
Female	17,697	18,725	19,790	23,017	52.7	52.8	52.8	52.9
<b>Non-Hispanic American Indian, Alaskan, Native Hawaiian, Other Pacific Islander, total</b>	<b>2,054</b>	<b>2,183</b>	<b>2,320</b>	<b>2,744</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
Under 5 years old	180	192	206	229	8.8	8.8	8.9	8.4
5 to 13 years old	352	347	364	429	17.1	15.9	15.7	15.6
14 to 17 years old	165	175	168	198	8.0	8.0	7.1	7.2
18 to 24 years old	239	268	282	304	11.8	12.3	12.1	11.1
25 to 34 years old	303	316	349	390	14.7	14.5	15.0	14.2
35 to 44 years old	301	293	290	372	14.7	13.4	12.5	13.6
45 to 54 years old	231	259	272	275	11.2	11.8	11.7	10.0
55 to 64 years old	136	164	196	227	6.6	7.5	8.4	8.3
65 to 74 years old	82	91	106	176	4.0	4.2	4.6	6.4
75 to 84 years old	46	52	57	92	2.2	2.4	2.4	3.4
85 years old and over	21	27	34	52	1.0	1.2	1.4	1.9
Male	1,008	1,070	1,136	1,342	49.1	49.0	48.9	48.9
Female	1,046	1,113	1,184	1,401	50.9	51.0	51.1	51.1

<sup>1</sup> Persons of Hispanic origin may be of any race.

Source: U.S. Census Bureau, *Current Population Reports*, P25-1130.

**Questions**

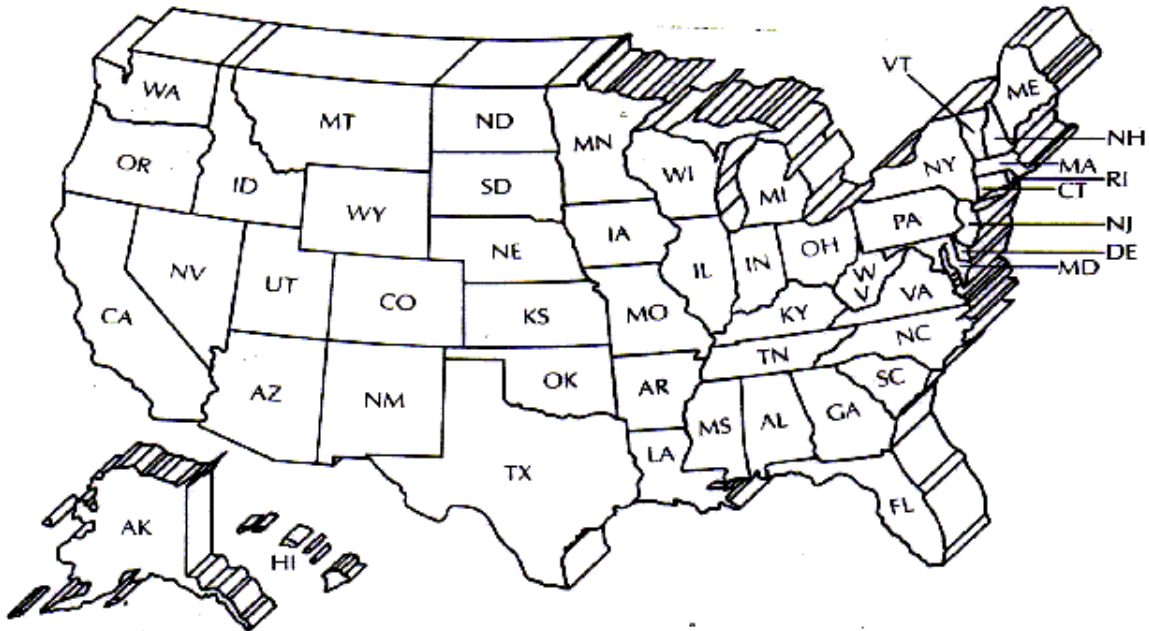
1. According to the latest US Census projections, how many Hispanics will be living in the USA in 2025? \_\_\_\_\_
2. Which Hispanic age group had the greatest increase overall? \_\_\_\_\_
3. Which group, male or female, is projected to immigrate in greater numbers? \_\_\_\_\_
4. Predictions: With the additional electorate resulting from the additional Hispanics, predict the effect in the following areas:  
 A) Consumer Products B) Advertising C) Jobs D) Education E) Political

**OBJECTIVE A: LESSON TWO**  
***THE ELECTORAL COLLEGE***

Study the electoral map below and answer the following questions:

1. Color the 16 States one color of your choice to show the location of most Hispanic voters. Research and write in the electoral vote for each of the 50 States.
2. Answer the following questions:
  - A. How many electoral votes are needed to be elected president? \_\_\_\_\_
  - B. How many electoral votes do the 16 States total? \_\_\_\_\_
  - C. Which State has the most votes? \_\_\_\_\_ How many? \_\_\_\_\_
  - D. How many does your state have? \_\_\_\_\_ Is it one of the 16 States? \_\_\_\_\_
3. Color the other States a different color. (Do not use blue on land forms)
4. After the 2000 Census is completed, indicate major changes in these States such as changes in electoral votes.
5. Using the results of the 2000 Presidential Election, who did these States support?(Use one color dot for Bush and a different color dot for Gore)

Who won most of the States? \_\_\_\_\_



**OBJECTIVE B: LESSON TWO – Handout 2**  
***POLITICAL ADVERTISING ANALYSIS REVIEW***

Student Name: \_\_\_\_\_

Candidate's Name: \_\_\_\_\_ Year: \_\_\_\_\_

Opponent's Name: \_\_\_\_\_

List information given about the candidate: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Can the information be checked? Where? \_\_\_\_\_

Describe the theme or mood of the ad. \_\_\_\_\_

\_\_\_\_\_

Any music used? Was it effective? \_\_\_\_\_

\_\_\_\_\_

Issue(s) addressed. \_\_\_\_\_

\_\_\_\_\_

Criticism: What do you like about the ad? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What do you dislike about the ad? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Would you vote for the candidate? Why? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Which techniques were used? \_\_\_\_\_

\_\_\_\_\_

Rate the ad:

Excellent \_\_\_\_\_ Above Average \_\_\_\_\_ Average \_\_\_\_\_ Fair \_\_\_\_\_ Poor \_\_\_\_\_

5

4

3

2

1

**OBJECTIVE B: LESSON THREE**

*ELECTION 2000: CANDIDATES' VIEWPOINT*

**BUSH**

**GORE**

**Affirmative Action**

\_\_\_\_\_

**School Vouchers**

\_\_\_\_\_

**Crime**

\_\_\_\_\_

**Bilingual Education**

\_\_\_\_\_

**English as the Official Language**

\_\_\_\_\_

**Environmental Issues**

\_\_\_\_\_

**Immigration Laws**

\_\_\_\_\_

**Taxation**

\_\_\_\_\_

**Social Security**

\_\_\_\_\_

**Abortion**

\_\_\_\_\_

**School Prayers**

\_\_\_\_\_

**Death Penalty**

\_\_\_\_\_