Achieving Excellence: Hispanics Driving Success

Hispanics are now the largest minority group in the United States. As a result, Hispanic Americans make greater contributions to American culture every day. The classroom supplement “Achieving Excellence: Hispanics Driving Success” and this Teacher Guide have been created to help students learn about Hispanic contributions and achievements. The supplement and Teacher Guide also are designed to demonstrate how the newspaper can be an effective teaching tool.

This Teacher Guide will extend the lessons of the classroom supplement by offering activities that explore the contributions of Hispanics in all fields through the daily content of the newspaper. Each activity is followed by a convenient reference line that details the state and national standards addressed by the activity. A series of 8 1/2-by-11-inch activity sheets offers ready-made materials that may be photocopied for students.

The “Achieving Excellence: Hispanics Driving Success” supplement and Teacher Guide have been made possible by a generous contribution from Ford Motor Company Fund. Take a moment to thank Ford Motor Company Fund by having students write thank-you notes. Mail thank-you notes to “Achieving Excellence: Hispanics Driving Success,” Ford Motor Company Fund, c/o Campbell & Co., 15010 Commerce Drive South, Suite 507, Dearborn MI 48120-1269.

The Newspaper in Education program of this newspaper would also like to hear your comments about this and other programs. Please fill out the Evaluation Survey on the back page of this section and mail or fax it to the NIE Department as directed.
1. Growing Influence *

According to the U.S. Census Bureau, the nation's Hispanic population reached 39.9 million in July 2003, making it the largest minority group in the nation. As the Hispanic population grows, so does its influence on the culture of the United States in general. To explore this idea, have students find six examples in this week's newspapers of Hispanic Americans who are influential today in different fields. Then have them analyze each person's achievements.

STANDARDS/SKILLS: Making historical comparisons across eras and understanding them as subject to revision in light of new information or perspectives.

2. Cultural Cartoons

Hector Cantu and Carlos Castellanos created the first syndicated comic strip featuring a Hispanic family and themes. “Baldo” now appears in newspapers across the country. As a class, discuss how cartoon strips are a cross between art and literature and how art and literature are great ways to discover other cultures or to represent your own. As a class discuss the ways in which comic strips present American culture in a variety of ways and from a variety of viewpoints. Then challenge them to create a newspaper comic of their own that reflects the culture of their community – their friends, family and other people who influence and affect them. Students can choose to be funny in their strips, or not.

STANDARDS/SKILLS: Selecting, justifying and using subject matter, symbols and ideas to communicate meaning in works of visual art.

3. Making a Difference

Antonia Pantoja and Raul H. Yzaguirre have used their lives to promote Hispanic issues through ASPIRA Association, Inc. and the National Council of La Raza, respectively. Ask students to read about a person in this week's newspaper who also is dedicated to an issue or cause important to Hispanic Americans and others. As a class, research the issue or cause, its effects and how it came about. Then have students write a summary of how the person supports the cause, and how he or she is making a difference.

STANDARDS/SKILLS: Understanding the diversity and shared ideals of American society; representing creatively.

4. Find the Answer

Knowing where to find information you need is an important learning skill. Have students read an article in this week's newspapers about an issue that affects Hispanic people, Hispanic communities or Hispanic nations. Ask them to think of a question they would like answered about the issue. Then ask them to consider the best and most reliable source for finding the answer to that question. Direct them to conduct an investigation in search of the answer. Then have them write a short essay that presents the answer to their question.

STANDARDS/SKILLS: Acquiring and analyzing information about current and historical events, ideas and institutions using various media.

5. Reporting the News *

Soledad O'Brien is one of the most prominent people of Hispanic heritage in television news. She uses her talent and skills in communication and research to report the news on CNN. Have students pretend they are TV journalists. Ask them to read an article in today's newspaper that they find interesting. Direct them to use the “Reporting the News” activity sheet to break it down into its most important points. Finish by challenging them to write a 1-minute TV-news style presentation, and present the news to the class.

STANDARDS/SKILLS: Delivering oral summaries of articles that contain the main ideas of an event/article and the most significant details.

*Includes activity sheet for students.
Growing Influence

According to the U.S. Census Bureau, the nation’s Hispanic population reached 39.9 million in July 2003, making it the largest minority group in the nation. As the Hispanic population grows, so does its influence on the culture of the United States in general. To explore this idea, find six examples in this week’s newspapers of Hispanic Americans who are influential today in different fields. Use the form below to analyze each person’s achievements.

<table>
<thead>
<tr>
<th>Political Newsmaker:</th>
<th>Influence he or she has on the political landscape:</th>
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<td></td>
<td>Why he or she is in the news:</td>
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<tr>
<th>Science Newsmaker:</th>
<th>Contributions he or she has made to science:</th>
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<td>Why he or she is in the news:</td>
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<tr>
<th>Arts Newsmaker:</th>
<th>How he or she influences other artists and art-lovers:</th>
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<tbody>
<tr>
<td></td>
<td>Why he or she is in the news:</td>
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<tr>
<th>Popular Culture Newsmaker:</th>
<th>How he or she influences popular culture:</th>
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<tr>
<td></td>
<td>Why he or she is in the news:</td>
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<table>
<thead>
<tr>
<th>Academic Newsmaker:</th>
<th>Contributions he or she has made to education:</th>
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<tbody>
<tr>
<td></td>
<td>Why he or she is in the news:</td>
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<table>
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<tr>
<th>Other Prominent Hispanic American Newsmaker:</th>
<th>Reasons for prominence:</th>
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<tbody>
<tr>
<td></td>
<td>Why he or she is in the news:</td>
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</table>
Influencia creciente

La Oficina del Censo de los Estados Unidos informó que en julio de 2003 la población hispana alcanzó la cifra de 39.9 millones de personas, con lo cual pasó a ser el grupo minoritario más numeroso en este país. A medida que crece la población hispana aumenta también su influencia sobre la cultura de los Estados Unidos en general. Para examinar esta idea, busca en el diario de esta semana seis ejemplos de hispanoamericanos que son personas influyentes hoy en día en diferentes campos. Usa el formulario siguiente para analizar los éxitos de cada persona.

**Persona en las noticias políticas:**
Su influencia en el campo de la política:

Por qué aparece en las noticias:

**Persona en las noticias científicas:**
Sus contribuciones a la ciencia:

Por qué aparece en las noticias:

**Persona en las noticias sobre arte:**
Comó ejerce influencia sobre otros artistas y amantes del arte:

Por qué aparece en las noticias:

**Persona en las noticias sobre cultura popular:**
Comó ejerce influencia sobre la cultura popular:

Por qué aparece en las noticias:

**Persona en las noticias académicas:**
Sus contribuciones a la educación:

Por qué aparece en las noticias:

**Otros hispanoamericanos prominentes en las noticias:**
Por qué son prominentes:

Por qué aparece en las noticias:
Reporting the News

Soledad O’Brien is one of the most prominent people of Hispanic heritage in television news. She uses her talent and skills in communication and research to report the news on CNN. Pretend you are a TV journalist. Read an article in today’s newspaper that you find interesting. In the spaces below, break it down into its most important points. Finish by writing a 1-minute TV-news style presentation, and presenting the news to the class.

Main point of the story:
________________________________________________________

What happened?
________________________________________________________

Where did it happen?
________________________________________________________

When did it happen?
________________________________________________________

Who was involved?
________________________________________________________

One opinion of why it happened or what it means:
________________________________________________________

Origin of that opinion:
________________________________________________________

Another opinion of why it happened or what it means:
________________________________________________________

Origin of that opinion:
________________________________________________________

What is expected to happen next:
________________________________________________________

On the back of this activity sheet use the information you have written down to write a 1-minute TV-news style presentation. Present the news to the class.
Cómo se dan las noticias

Soledad O’Brien es una de las personas de ascendencia hispana más prominentes en los noticieros de televisión. Ella emplea su talento y habilidad en los campos de las comunicaciones y la investigación para dar las noticias en la cadena CNN. Imagina que eres un periodista en la televisión. Lee en el diario de hoy un artículo que te parezca interesante. Usa los espacios siguientes para describir los puntos principales del artículo. Luego escribe un texto de 1 minuto de duración, al estilo de las noticias en televisión, y presenta la noticia a tu clase.

Tema principal del artículo

¿Qué ocurrió?

¿Dónde ocurrió?

¿Cuándo ocurrió?

¿Quiénes participaron?

Una opinión sobre por qué ocurrió o sobre su significado:

Origen de esta opinión:

Otra opinión sobre por qué ocurrió o sobre su significado:

Origen de esta opinión:

¿Qué se espera ocurrirá después?

Usa la información que has escrito arriba para preparar un texto de 1 minuto de duración al estilo de las noticias en televisión. Presenta la noticia a tu clase.
MUSEUMS & CULTURE
Museums celebrate the achievements of many cultures by preserving traditions, art and artifacts. They create special exhibitions to reach and teach people, and many now let people visit online through “virtual exhibits” as well. The activities in this unit showcase the role of museums in preserving culture.

1. Tomorrow’s History *
   History museum curators collect and explain artifacts, art and pictures related to important events in history. Have students imagine they have been named curator of an exhibit based on events important to the Hispanic community that happened yesterday. Ask them to use the newspaper to look for seven objects they would want in their museum exhibit and explain why.
   
   STANDARDS/SKILLS: Using traditional and electronic means to gather and organize social science information; collecting, exploring and analyzing data.

2. Raining Cats & Dogs
   Dichos are fragments of wisdom in Spanish that have been passed down from generation to generation in Hispanic families. English also has a collection of sayings. Some of these are idioms – phrases that don’t make sense if you look at individual words, but mean something as a whole. Have students think of a dicho or saying in English that would be silly or unusual if it were to come true literally. Ask them to consider how the dicho or saying might have come about. Then, using articles in today’s newspaper, challenge them to write an article detailing an imaginary event in which an idiom really happened.
   
   STANDARDS/SKILLS: Using knowledge of word origins and word relationships to determine the meaning of specialized vocabulary; using idioms, analogies, metaphors and similes to infer the literal and figurative meaning of phrases.

3. Newsworthy Lowrider
   The Smithsonian Institution's Latino Virtual Gallery includes an exhibit, “Lowrider: An American Cultural Tradition,” which explores the way cars have been used for personal expression and as artistic inspiration. Some of the cars pictured in the exhibit are drivable artworks, painted like murals. Ask students to find a story in today’s newspaper about an issue that interests them. Have them brainstorm words and images related to the issue and the news in the story. Then ask them to find a picture of a car that they like in this week’s newspapers, and draw the outline of the car’s left side, right side, top, front and back. Then have them draw, paint or collage a design for car art that relates to the issue.
   
   STANDARDS/SKILLS: Understanding the diversity and shared ideals of American society; representing creatively.

4. Your Place & Time
   Many artists from Hispanic or other cultures are inspired by the world in which they live, the people in their communities, personal and family history, and the events of the day. In short, their art and viewpoint are inspired by the world. Have students use this week’s newspapers, to follow a story or an issue they feel is important. Ask them to consider how this news affects their lives, their future and their community. Finish by having students write a poem, a rap or a short creative story based on the news story or issue.
   
   STANDARDS/SKILLS: Expressing responses and making connections between oral, visual, written and electronic texts and students’ own lives.

5. Hispanic Culture *
   The newspaper can teach a lot about the ethnic groups in a community. Stories, photos and even ads can show the diversity of a city, region or state. Divide the class into groups and with the “Hispanic Culture,” activity sheet, have them each create a Hispanic Culture Hunt from information they can find in today’s newspaper. Items could include such things as “a Hispanic name,” “a Hispanic athlete,” etc. Have groups exchange hunts to complete.
   
   STANDARDS/SKILLS: Acquiring and analyzing information about ideas and institutions using various media.

*Includes activity sheet for students.
Tomorrow’s History

History museum curators collect and explain artifacts, art and pictures related to important events in history. Imagine you have been named curator of an exhibit based on events important to the Hispanic community that happened yesterday. Use the newspaper to look for seven objects you would want in your museum exhibit and explain why.

Artifact: ................................................................................................................
Significance: ........................................................................................................

Artifact: ................................................................................................................
Significance: ........................................................................................................

Artifact: ................................................................................................................
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Artifact: ................................................................................................................
Significance: ........................................................................................................

A fashion illustration by Antonio

Smithsonian
La historia de mañana

Los conservadores de los museos de historia coleccionan y explican artefactos, es decir, piezas artísticas, dibujos y cuadros relacionados con acontecimientos históricos importantes. Imagina que has sido nombrado conservador de una exposición sobre acontecimientos importantes para la comunidad hispana que ocurrieron ayer. Busca en el diario siete objetos que te gustaría tener en tu exposición en el museo, y explica por qué.

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<th>Artefacto:</th>
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Hispanic Culture

The newspaper can teach a lot about the ethnic groups in a community. Stories, photos and even ads can show the diversity of a city, region or state. Divide the class into groups and use the form below to create a Hispanic Culture Hunt from information you can find in today’s newspaper. The first is done for you as an example. At the end, have groups exchange hunts and find each other’s items.

1. A Hispanic athlete .................................................................

2 ...........................................................................................................

3 ...........................................................................................................

4 ...........................................................................................................

5 ...........................................................................................................

6 ...........................................................................................................

7 ...........................................................................................................

8 ...........................................................................................................

9 ...........................................................................................................

10 ...........................................................................................................

Lowrider automobiles

(Smithsonian)
Cultura hispana

Leyendo el diario puedes aprender mucho sobre grupos étnicos en una comunidad. Artículos, fotografías y hasta anuncios pueden mostrar la diversidad de una ciudad, región o estado. Formen grupos dentro de la clase y usen el formulario siguiente para crear una Búsqueda de Cultura Hispana basada en información que encontrarán en el diario de hoy. El primer tema les servirá de ejemplo. Al terminar, los grupos deben intercambiar temas y buscar información sobre el tema de otro grupo.

1. Un atleta hispano

2

3

4

5

6

7

8

9

10
SCIENCE & EDUCATION

In the field of education and in all of the sciences Hispanic Americans have overcome barriers and achieved success with skill and determination. And now that people of Hispanic descent are the largest U.S. minority group, Hispanic Americans will make greater and greater achievements. The activities in this unit are designed to introduce students to the success of Hispanic Americans in the sciences and education.

1. Hispanics in the News *
   Opportunities for Hispanic scientists and researchers were once more limited than they are today. Now, however, Hispanic people are accomplishing amazing feats in all fields of science. With the “Hispanics in the News” activity sheet, have students use the newspaper, magazines or the Internet to learn more about Hispanic achievers in the sciences. Challenge them to find a Hispanic who is achieving success in each of the scientific fields listed. Then have them write a sentence describing what the scientist does in that field.
   **STANDARDS/SKILLS:** Analyzing how people of diverse cultures have contributed to and influenced developments in science.

2. Scientists Wanted
   Careers in science are in demand. Have students look through the Help Wanted section in today’s newspaper. Ask them to circle each science, math, health-care, technology and engineering job they find. Then ask them to pick one that looks particularly interesting to them. Have students write a short description of why they find it appealing, and what education or training they might need to perform the tasks required for the job.
   **STANDARDS/SKILLS:** Using information from a variety of consumer, workplace and public documents to explain a situation or decision and/or to solve a problem.

3. Education Issues *
   What are the top issues in education for the Hispanic American community? Have students search the stories, editorials and columns in the newspaper and list three issues involving education that are important to Hispanic American parents and community leaders. Ask them to write a sentence for each explaining why the issue is especially important to Hispanic residents of your city or state.
   **STANDARDS/SKILLS:** Analyzing and interpreting information; explaining what is meant by the public agenda, how it is set and the kinds of issues that are on it.

4. Role Models
   When Hispanic Americans achieve success in a field, their actions may inspire children to go into that field in later life. As a class, talk about the benefits of having Hispanic students choose careers in science and education. How could this help individual students? How could it help the community? Finish by asking students to write a short newspaper editorial urging Hispanic students and others to choose careers in science or education.
   **STANDARDS/SKILLS:** Analyzing how people of diverse cultures have contributed to and influenced developments in science; explaining how individuals demonstrate good character and personal virtue.

5. Active Students
   Hector Ibarra has earned a place in the National Teachers Hall of Fame by encouraging his Iowa students to improve the natural environment around them. Many scientists are working to protect or clean up the Earth’s environment. Have students read an article in this week’s newspapers about a way in which scientists say an environment has been adversely affected by humans. In teams, brainstorm ways that people could curb the damage done. Have each team present its ideas to the class.
   **STANDARDS/SKILLS:** Analyzing the ways in which humans modify the physical environment and identifying the consequences of the modifications.
Hispanics in the News

Opportunities for Hispanic scientists and researchers were once more limited than they are today. Now, however, Hispanic people are accomplishing amazing feats in all fields of science. Use the newspaper, magazines or the Internet to learn more about Hispanic achievers in the sciences. See if you can find a Hispanic who is achieving success in each of the scientific fields listed below. Then write a sentence describing what the scientist does in that field.

Research Science
Hispanic Newsmaker:
What he or she does: .................................................................

Technology
Hispanic Newsmaker:
What he or she does: .................................................................

Medicine/Health Science
Hispanic Newsmaker:
What he or she does: .................................................................

Engineering
Hispanic Newsmaker:
What he or she does: .................................................................

Environmental Science
Hispanic Newsmaker:
What he or she does: .................................................................

Space or Aeronautics
Hispanic Newsmaker:
What he or she does: .................................................................

Invention/Business
Hispanic Newsmaker:
What he or she does: .................................................................
Hispanos en las noticias

En el pasado fueron más limitadas las oportunidades disponibles para científicos e investigadores hispanos. Sin embargo, hoy en día hay hispanos que están logrando verdaderas hazañas en todos los campos científicos. Aprende más sobre éxitos de hispanos en la ciencia usando diarios, revistas y la Internet. Veamos si puedes hallar un hispano que está logrando éxitos en cada uno de los campos científicos que aparecen a continuación. Escribe una frase que describa lo que hace cada científico en su campo.

**Ciencia de la investigación**
*Hispano en las noticias:*
Lo que hace: ..................................................................................................................

**Tecnología**
*Hispano en las noticias:*
Lo que hace: ..................................................................................................................

**Ciencia médica/ de la salud**
*Hispano en las noticias:*
Lo que hace: ..................................................................................................................

**Ingeniería**
*Hispano en las noticias:*
Lo que hace: ..................................................................................................................

**Ciencia del medio ambiente**
*Hispano en las noticias:*
Lo que hace: ..................................................................................................................

**Ciencia del espacio o aeronáutica**
*Hispano en las noticias:*
Lo que hace: ..................................................................................................................

**Inventos/ Negocios**
*Hispano en las noticias:*
Lo que hace: ..................................................................................................................
Education Issues

What are the top issues in education for the Hispanic American community? Search the stories, editorials and columns in the newspaper and list three issues involving education that are important to Hispanic American parents and community leaders. Write a sentence for each explaining why the issue is especially important to Hispanic residents of your city or state.

**Issue No. 1.**

Reason Important

**Issue No. 2.**

Reason Important

**Issue No. 3.**

Reason Important
Temas sobre la educación

¿Cuáles son los temas principales para la comunidad hispanoamericana en materia de educación? Busca en reportajes, editoriales y artículos de opinión publicados en el diario y enumera tres temas sobre educación que son importantes para padres hispanoamericanos y líderes de la comunidad. Escribe una frase que explique la importancia especial que tiene cada tema para residentes hispanos en tu ciudad o estado.

Tema No. 1.
Por qué es importante

Tema No. 2.
Por qué es importante

Tema No. 3.
Por qué es importante
1. **Photo-Journalism**

   Photographs are one way that newspapers tell the story of people, their community or the country. The achievements and activities of Hispanic Americans are a significant part of that story in many communities. Ask students to find a story or ad in today’s newspaper that includes mention of a Hispanic person, place or business. Challenge them to think like photo-journalists. They have been assigned to take a picture of this person, place or business to show how it serves the Hispanic community. Ask them to write out three photos they would shoot and give a reason for each. For an extra challenge, have them sketch what they think the photos should look like.

   **STANDARDS/SKILLS:** Drawing upon and using visual sources to clarify, illustrate or elaborate upon information presented in historical narratives.

2. **That’s Entertainment**

   Entertainment such as music, movies and television often reflects a variety of cultural interests and attitudes. Ask students to look through the feature stories and listings of the newspaper and find Hispanic entertainers performing in music, movies or television. On the “That’s Entertainment” activity sheet, have them describe what qualities or style this Hispanic entertainer brings to his/her field. Then have them write the beginning of a review of a performance by this entertainer. If the entertainer has a movie or TV role, challenge students to use the back of the sheet to write a short summary of how his/her character is portrayed—and whether the portrayal is realistic.

   **STANDARDS/SKILLS:** Using traditional and electronic means to gather and organize social science information.

3. **Play Ball!**

   Baseball has long been called “The American Pastime.” But if you judge from the best players in the Major Leagues today, it could accurately be retitled “The Hispanic American Pastime.” Have students find the listings of baseball “League Leaders” in the sports section of the newspaper. With the “Play Ball!” activity sheet, have them list the names of Hispanic players who are leaders in different categories, and the total number of players listed in each category. Then ask them to use a calculator to figure the percentage of leaders in each category who are Hispanic. Finish by challenging them to compute the overall percentage of Hispanic players among leaders from all the categories.

   **STANDARDS/SKILLS:** Collecting, organizing and analyzing data in a variety of ways by hand and with technology; critically reading data from tables, charts or graphs.

4. **At the Movies**

   Movie plots often come from real life. Direct students to pick a news or feature story involving a Hispanic American that they think would make a good movie. Or have them pick a Hispanic American they have heard about from TV, magazines, radio or the Internet. Have them write a sentence stating what makes the story a good plot idea, or what about the person is interesting. Finish by challenging them to pick stars to be in their movies from film ads.

   **STANDARDS/SKILLS:** Responding to a variety of oral, visual, written and electronic texts by making connections to students’ personal lives and the lives of others; recognizing that authors make choices as they write to convey meaning and influence an audience.

5. **Fiesta!**

   Many Americans like to celebrate both their American heritage and their ethnic heritage, even if their family has been in the United States for centuries. Have students use the newspaper entertainment sections today or on the weekend to find events or activities with which they could celebrate Hispanic culture. On a sheet of paper, have them set up a schedule of events for several such celebrations.

   **STANDARDS/SKILLS:** Identifying the ways communities reflect the cultural backgrounds of their inhabitants.

*Includes activity sheet for students.
That's Entertainment

Entertainment such as music, movies and television reflects a variety of cultural interests and attitudes. Look through the feature stories and listings of the newspaper and find Hispanic entertainers performing in music, movies or television. In the spaces below describe what qualities or style this Hispanic entertainer brings to his/her field. Then write the beginning of a review of a performance by this entertainer. For an extra challenge, if the entertainer has a movie or TV role, use the back of the sheet to write a short summary of how his/her character is portrayed—and whether the portrayal is realistic.

Qualities/Style

Review of _______________________________________________________________

Christina Aguilera
El mundo del entretenimiento

La música, el cine y la televisión ofrecen entretenimiento y reflejan una variedad de intereses y actitudes culturales. Busca en reportajes y listados del diario nombres de artistas hispanos en la música, el cine o la televisión. Usa el espacio que aparece seguidamente para describir las cualidades o el estilo que el artista hispano seleccionado aporta a su campo. Luego, escribe el comienzo de una reseña sobre una actuación de este artista. Si el artista ha desempeñado un papel en el cine o la televisión, usa la parte de atrás de esta hoja para hacer un trabajo más amplio y escribe un breve resumen sobre el personaje que él o ella representa, indicando si la presentación del personaje se ajusta a la realidad.

Cualidades/ estilo

Reseña de ______________________________________________________________
Play Ball!

Baseball has long been called "The American Pastime." But if you judge from the best players in the Major Leagues today, it could accurately be retitled "The Hispanic American Pastime."

Find the listings of "League Leaders" for baseball in the sports section of the newspaper. In the categories below, list the names of Hispanic players who are leaders, and the total number of players listed in each category. Use a calculator to figure the percentage of leaders in each category who are Hispanic. Finish by computing the overall percentage of Hispanic players among leaders from all the categories.

<table>
<thead>
<tr>
<th>Category</th>
<th>Player 1</th>
<th>Player 2</th>
<th>Player 3</th>
<th>Player 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Batting Average</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pitching Record</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home Runs</td>
<td></td>
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</tr>
<tr>
<td>Strikeouts</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Runs Batted In (RBI)</td>
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</tbody>
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Ivan “Pudge” Rodriguez
Por muchos años, el béisbol ha sido llamado “El pasatiempo norteamericano”. Pero a juzgar por los mejores jugadores en las ligas mayores hoy en día, bien se le podría llamar “El pasatiempo hispanoamericano”. Busca la lista de “Líderes de las ligas” de béisbol en la sección de deportes del diario. En cada una de las categorías siguientes, escribe los nombres de jugadores hispanos que son líderes en su liga y escribe el número total de jugadores en cada categoría. Usa una calculadora para determinar el porcentaje de líderes hispanos en cada categoría. Termina calculando el porcentaje general de jugadores hispanos entre líderes en todas las categorías.

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Ivan “Pudge” Rodriguez
Internet Resources

The Internet offers great opportunities to learn more about the topics covered in “Achieving Excellence: Hispanics Driving Success.” Here are some websites to visit:

U.S. Census
U.S. CENSUS BUREAU MINORITY LINKS (HISPANIC) (www.census.gov/pubinfo/www/NEWWhispML1.html) — Get the facts about the changing face of America through this and other U.S. Census Bureau links.

Culture
SMITHSONIAN CENTER FOR LATINO INITIATIVES (http://latino.si.edu/) — Special exhibits dealing with Hispanic topics are on view through the Latino Virtual Gallery.
SMITHSONIAN INSTITUTION (www.si.edu) — Tour the Smithsonian Institution museums and their many exhibits.

Education
ASPIRA ASSOCIATION (www.aspira.org) — ASPIRA offers a number of opportunities for youth through its website. Log on to learn about mentoring, ways to improve your Spanish, traffic safety, leadership programs, and math and science resources.
JULIAN SAMORA RESEARCH INSTITUTE (www.jsri.msu.edu) — Explore important Hispanic issues through this Michigan State University website, which includes census information and a migrant labor database.
SMITHSONIAN EDUCATION (www.smithsonianeducation.org) — Great teaching resources and activities for students are available through this Smithsonian site.

Business
U.S. HISPANIC CHAMBER OF COMMERCE (www.ushcc.com) — Central site for news about Hispanic business and economics.

Media
NATIONAL ASSOCIATION OF HISPANIC JOURNALISTS (www.nahj.org) — Site for news about Hispanic activities and achievements in the news media.

Civil Rights
NATIONAL COUNCIL OF LA RAZA (www.nclr.org) — This important organization speaks out on issues such as civil rights, census, immigration and welfare reform.
LEAGUE OF UNITED LATIN AMERICAN CITIZENS (www.lulac.org) — Home page of the League of United Latin American Citizens.

Arts
BELI BUTTONS (www.belibuttons.com) — Belinda Giovoni Léon’s colorful drawings illustrate familiar dichos.

Sports
THE OLYMPICS: (www.olympic.org) — Home page of the Summer and Winter Olympics, offering information on teams and athletes from Hispanic nations and international competition.

Science
PHILIP S. HENCH WALTER REED YELLOW FEVER COLLECTION (http://etext.lib.virginia.edu/healthsci/reed/) — Find out more about Dr. Carlos Finlay’s attempt to solve the mystery of yellow fever.
Información en Internet sobre temas hispanos

El Internet ofrece muchas oportunidades para obtener más información sobre los temas tratados en la publicación “Éxitos hispanos: logrando la excelencia”. Algunos sitios en Internet son:

**Oficina del Censo de los Estados Unidos**
U.S. CENSUS BUREAU MINORITY LINKS (asuntos hispanos)
(www.census.gov/pubinfo/www/NEWhispm1.html) — Este sitio en Internet y otros de la Oficina del Censo de los Estados Unidos ofrecen datos sobre el rostro cambiante del país.

**Cultura**
SMITHSONIAN CENTER FOR LATINO INITIATIVES (http://latino.si.edu) — La Galería Virtual Latina muestra exposiciones especiales sobre temas latinos.
SMITHSONIAN INSTITUTION (www.si.edu) — Visita los museos de la institución Smithsonian y sus muchas exposiciones.

**Educación**
ASPIRA ASSOCIATION (www.aspira.org) — ASPIRA brinda varias oportunidades a la juventud a través de su sitio en Internet. Visítalo para aprender sobre mentores, maneras de mejorar tus conocimientos de español, la seguridad en el tráfico, programas de liderazgo y recursos informativos sobre las matemáticas y las ciencias.
INSTITUTO DE INVESTIGACIONES JULIÁN SAMORA (www.jsri.msu.edu) — Este sitio en Internet de la Universidad Estatal de Michigan presenta temas hispanos de importancia, incluyendo información sobre el censo y una base de datos sobre la fuerza laboral migratoria.
SMITHSONIAN EDUCACIÓN (www.smithsonianeducation.org) — Este sitio de la institución Smithsonian ofrece muy buenos recursos de información para maestros y actividades para estudiantes.

**Negocios**
UNITED STATES HISPANIC CHAMBER OF COMMERCE (www.ushcc.com) — La Cámara de Comercio Hispánica de los Estados Unidos es un sitio central para noticias sobre empresas y economía hispanas.

**Medios informativos**
NATIONAL ASSOCIATION OF HISPANIC JOURNALISTS (www.nahj.org) — La Asociación Nacional de Periodistas Hispanos ofrece en su sitio noticias sobre actividades y logros hispanos publicadas en los medios informativos.
NATIONAL ASSOCIATION OF HISPANIC PUBLICATIONS (www.nahp.org) — La Asociación Nacional de Publicaciones Hispanas presenta un directorio de actividades entre medios propiedad de hispanos.

**Derechos civiles**
NATIONAL COUNCIL OF LA RAZA — (www.nclr.org) Esta importante organización, el Consejo Nacional de La Raza, se pronuncia sobre temas como los derechos civiles, el censo, la inmigración y la reforma de programas de asistencia social.
LEAGUE OF UNITED LATIN AMERICAN CITIZENS (www.lulac.org) — Página en Internet de la Liga de Ciudadanos Latinoamericanos Unidos.
DR. HECTOR PEREZ GARCIA BIOGRAFÍA (http://www.sga.utmb.edu/ulams/drgarcia) — Rica historia de la vida de este prominente miembro de la Liga de Ciudadanos Latinoamericanos Unidos (LULAC) y fundador del American GI Forum.

**Arte**
BELI BUTTONS (www.belibuttons.com) — En este sitio en Internet puedes ver los dibujos de gran colorido de Belinda Giovoni Leon que ilustran dichos conocidos.

**Deportes**
THE OLYMPICS (www.olympic.org) — La página en Internet de las Olimpiadas de verano e invierno ofrece información sobre equipos y atletas de naciones hispanas y sobre competiciones internacionales.

**La ciencia**
PHILIP S. HENCH WALTER REED YELLOW FEVER COLLECTION (http://etext.lib.virginia.edu/healthsci/reed/) — Ofrece información sobre los trabajos de Carlos Finlay para descubrir el misterio de la fiebre amarilla.
RATE THE PROGRAM

The program “Achieving Excellence: Hispanics Driving Success” was designed to assist teachers in the classroom. To enable us to serve you as effectively as possible, we would like to hear your comments about the classroom supplement and this Teacher Guide. Please complete the following questionnaire and return to your Newspapers in Education department.

1. Please grade the overall quality of the program “Achieving Excellence: Hispanics Driving Success.”
   
   + A + B - + C - + D - F

   EXAMPLE: (B+ evaluation)
   
   + A - + B - + C - + D - F

2. Do you feel that your students are more knowledgeable regarding the Hispanic community as a result of this program?
   (   ) yes   (   ) no

3. The “Achieving Excellence: Hispanics Driving Success” program was sponsored by Ford Motor Company Fund. Has your impression of this company changed as a result of Ford’s sponsorship?
   (   ) unchanged
   (   ) somewhat more favorable
   (   ) much more favorable

4. Did “Achieving Excellence: Hispanics Driving Success” meet your overall expectations?
   (   ) yes   (   ) no

   If no, were expectations not met due to any of the following reasons:
   (   ) content of program materials
   (   ) delayed receipt of this guide
   (   ) missed/delayed delivery of student sections
   (   ) missed/delayed newspaper delivery
   (   ) difficulty incorporating materials into curriculum
   (   ) Other ___________________________

5. What changes would improve this program?
   _______________________________________
   _______________________________________
   _______________________________________

6. What new program(s) would be most useful for you?
   _______________________________________
   _______________________________________
   _______________________________________

7. Circle the grade(s) you teach:
   K 1 2 3 4 5 6 7 8 9 10 11 12

8. The subject(s) you teach:
   _______________________________________
   _______________________________________
   _______________________________________

9. Your school district: ____________________________

10. Optional information:

   Your Name: ____________________________
   School: ________________________________
   Phone: ________________________________
   Email: ________________________________

Thank you for helping us improve our educational services!