High-Tech Heroes: Hispanic Explorers in Science

This is the era of science and high technology. Young people today are so familiar with technology that it has become a way of life.

This Teacher Guide and the classroom supplement “High-Tech Heroes: Hispanic Explorers in Science” have been created to help students learn about Hispanic contributions to scientific fields. 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 use the daily newspaper to explore science and the contributions of Hispanic scientists. Each activity is followed by a convenient reference line that details the national and state standards addressed by the activity. A series of 8½-by-11-inch activity sheets offers ready-made materials that may be photocopied for students.

The program “High-Tech Heroes: Hispanic Explorers in Science” has been made possible by a generous contribution from Ford Motor Company. Take a moment to thank Ford Motor Company by having students write thank-you notes. Mail thank-you notes to “Hispanic Explorers in Science,” Ford Motor Company, 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 guide and mail or fax it to the NIE Department as directed.

Ford Motor Company Fund
**UNIT 1**

**HISPANIC GROWTH & ACHIEVEMENT**

In all of the sciences, Hispanic Americans have overcome barriers and achieved success with skill and education. 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.

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 scientist who is achieving success in each of the fields listed. Then have them write a sentence describing what the scientist does in that field.

   **STANDARDS/SKILLS:** Performing the daily functions of a literate individual; acquiring historical data from multiple sources and then evaluating, organizing and communicating it in various contexts.

2. **Growing Community**

   According to the most recent U.S. Census report, Hispanics are now the largest minority group in the United States. Have students use the newspaper and other resources to learn more about the Hispanic community, or another ethnic group in the U.S. Ask them to write a few sentences that describe the people, their lives and the issues that they face. Then challenge them to write a second sentence describing how science or technology will be used in the future to understand or meet the needs of the growing Hispanic community.

   **STANDARDS/SKILLS:** Identifying and comparing the cultural characteristics of different regions and people; explaining how technology contributes to both the spread of culture and the preservation of cultural separateness.

3. **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.

4. **Researching Hispanic Scientists** *

   Newspaper reporters need to use creativity to research the topics they write about. Have students pretend they are reporters. They have been assigned to write a story about Hispanic scientists in research and technology. With the “Researching Hispanic Scientists” activity sheet, have them brainstorm a step-by-step approach to finding Hispanic scientists at work in your community or state. Ask them to think of what people, businesses or government leaders they might contact to track down Hispanic scientists. What resources would they use in addition to personal interviews?

   **STANDARDS/SKILLS:** Understanding the major influences on society from the end of World War II to the present; learning from biographies and stories of scientists, inventors, space explorers and heroes of the period.

5. **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 technology. 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.

   **STANDARDS/SKILLS:** Using written and visual texts to research issues of importance that confront adolescents and their community; understanding contributions of historic figures to different fields.

*Includes activity sheet for students.*
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

Antiguamente, las oportunidades para científicos e investigadores hispanos eran más limitadas que hoy en día. Hispanos están logrando hoy hazañas asombrosas en todos los campos de la ciencia. Usando el periódico, revistas o Internet, aprende más sobre hispanos que están teniendo éxito en las ciencias. Trata de encontrar un hispano que esté teniendo éxito en cada uno de los campos científicos que aparecen abajo. Luego escribe una frase explicando qué hace cada científico en su campo.

**Ciencia de la Investigación**
Hispano en la noticia: ____________________________
Qué hace él o ella: ____________________________

**Tecnología**
Hispano en la noticia: ____________________________
Qué hace él o ella: ____________________________

**Medicina/ Ciencia de la salud**
Hispano en la noticia: ____________________________
Qué hace él o ella: ____________________________

**Ingeniería**
Hispano en la noticia: ____________________________
Qué hace él o ella: ____________________________

**Ciencia del medio ambiente**
Hispano en la noticia: ____________________________
Qué hace él o ella: ____________________________

**Ciencia espacial o aeronáutica**
Hispano en la noticia: ____________________________
Qué hace él o ella: ____________________________

**Inventos/ Negocios**
Hispano en la noticia: ____________________________
Qué hace él o ella: ____________________________
Researching Hispanic Scientists

Newspaper reporters need to use creativity to research the topics they write about. Pretend you are a reporter for the newspaper. You have been assigned to write a story about Hispanic scientists in research and technology. In the space below brainstorm a step-by-step approach to finding Hispanic scientists at work in your community or state. As you plan your approach, think of what people, businesses or government leaders you might contact to track down Hispanic scientists. What resources would you use in addition to personal interviews?

STEP 1

STEP 2

STEP 3

STEP 4

STEP 5
Investigando sobre científicos hispanos

Los reporteros de periódicos tienen que ser creativos para poder investigar los temas sobre los cuales van a escribir. Imaginate que eres reportero de este periódico. Te han encargado un reportaje sobre científicos hispanos en los campos de investigación y tecnología. Usando el espacio que aparece abajo, indica paso a paso cómo encontrarías científicos hispanos que trabajan en tu comunidad o estado. Al planificar tu método de trabajo, piensa en quiénes serían las personas, los comercios o negocios o los líderes gubernamentales con los cuales podrías comunicarte para localizar a científicos hispanos. ¿Qué recursos usarías, además de entrevistas personales?

PASO 1

PASO 2

PASO 3

PASO 4

PASO 5
SCIENCE & DISCOVERY

Science is the process by which people learn to understand the world. Because scientists are always working, scientific discoveries make news every day. The activities in Unit 2 explore how science plays a role in discoveries in different fields. They also show students the variety of career opportunities in science and technology.

1. Statistics
Statisticians like Roberto R. Ramírez of the U.S. Census Bureau use math to make sense of data collected in surveys or from scientific experiments. They translate the data from numbers into words to explain the significance of the material. Ask students to find a chart or a table in today’s newspaper. Have them study the chart. Direct them to write a few sentences that explain, in words, what the data in the chart or the table means.

STANDARDS/SKILLS: Analyzing and interpreting information.

2. Learn About Hispanics *
Demographers like Jorge del Pinal of the U.S. Census Bureau count people and compile information about circumstances, location and other aspects of their lives. As a class, discuss what students know about the Hispanic community in your city or state. Then challenge students to use the “Learn About Hispanics” activity sheet to design a questionnaire for a newspaper survey that would gather information about the Hispanic community. Direct them to list their questions in order of importance for best understanding the community. Finish by having them write the lead paragraph of a news story summarizing the goal of their survey.

STANDARDS/SKILLS: Using traditional and electronic means to gather and organize social science information; collecting and exploring data through observation, measurement, surveys, sampling techniques and simulations.

3. What a Discovery! *
Scientific research helped change long-held theories about the use and importance of the Machu Picchu ruin in South America. Every day new information comes to light about history, science and the world. These discoveries can be surprising and may challenge long-held ideas. Have students read about one such discovery in this week’s newspaper. Then ask them to answer the questions on the “What a Discovery!” activity sheet. Discuss answers as a class.

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

4. Outer Space Exploration
Every day, scientists and astronauts like Franklin R. Chang-Díaz, Sidney M. Gutierrez, Pedro Duque, Fernando Caldeiro, John D. Olivas and Michael E. Lopez-Alegria search the stars and learn new information about our universe. Ask students to read about a space mission or a discovery made in astronomy in this week’s newspapers or on the Internet. Discuss what the discovery might mean in the future and how science and technology might play a role. Then talk about why it might be important to the growing Hispanic community to have Hispanic astronauts playing an active role in space.

STANDARDS/SKILLS: Comparing and contrasting our planet and sun to other planets and star systems; describing and explaining how objects in the solar system move; explaining scientific theories as to the origin of the solar system; and explaining how we learn about the universe.

5. Inner Space Exploration
Dr. Santiago Ramón y Cajal was a Spanish scientist who discovered that the nervous system is made up of separate nerve cells. Like Dr. Cajal, people from all over the world and of different ethnicities make important contributions today in every field of science. Ask students to find a story about a discovery involving the human body by scientists from another part of the world. Challenge them to write a brief list of tips that might help someone stay healthy, based on the new information in the article.

STANDARDS/SKILLS: Analyzing how people of diverse cultures have contributed to and influenced developments in science.

*Includes activity sheet for students.
Learn About Hispanics

Demographers like Jorge del Pinal of the U.S. Census Bureau count people and gather information about their lives. As a class, discuss what you know about the Hispanic community in your city or state. Then design a questionnaire for a newspaper survey that would gather information about the Hispanic community. As you list your questions below, put them in order of importance for best understanding the community. Finish by writing the first paragraph of a news story summarizing the goal of your survey.

Question 1

Question 2

Question 3

Question 4

Question 5

Question 6

Question 7

DON’T FORGET: Write the first paragraph of a news story on the back of this sheet.
Aprende sobre los hispanos

Los demógrafos, como Jorge del Pinal, de la Oficina del Censo de los Estados Unidos, se dedican a contar gente y a obtener información sobre su vida. Actuando en conjunto con los demás estudiantes en tu clase, conversa sobre lo que saben acerca de la comunidad hispana en tu ciudad o estado. Luego diseña un cuestionario para uso de un periódico en una encuesta sobre la comunidad hispana. Escribe abajo tus preguntas, colocándolas en orden de la importancia que tiene cada una para comprender mejor a la comunidad. Completa este ejercicio escribiendo el primer párrafo de un reportaje periodístico que resuma el objetivo de tu encuesta.

Pregunta 1

Pregunta 2

Pregunta 3

Pregunta 4

Pregunta 5

Pregunta 6

Pregunta 7

NO TE OLVIDES: escribe el primer párrafo de un reportaje periodístico en la parte de atrás de esta hoja.
What a Discovery!

Scientific research helped change long-held theories about the use and importance of the ancient Machu Picchu ruin in South America. Every day new information comes to light about history, science and the world. These discoveries can be surprising and may challenge long-held ideas. Read about one such discovery in this week’s newspapers or on the Internet. Then answer the questions below. Discuss answers as a class.

What was discovered? .................................................................

Who discovered it? .................................................................

How did they discover it? ..........................................................

When did they discover it? ....................................................... :

Where did they discover it? ..................................................... :

What do they think it means? .....................................................

How will it change previous ideas about history, science or the world?
¡Qué descubrimiento!

La investigación científica ha contribuido a modificar viejas teorías sobre la importancia de las antiguas ruinas de Machu Picchu, en Sudamérica, y el uso que se dio a ellas. Cada día aparecen nuevos datos sobre la historia, las ciencias y el mundo. Estos descubrimientos pueden resultar sorprendentes y a veces cuestionan viejas ideas. Busca en los periódicos de esta semana, o en Internet, un artículo sobre un descubrimiento de este tipo. Léelo y luego contesta las preguntas que aparecen abajo. Discute las respuestas con los demás estudiantes en tu clase.

¿Qué se descubrió? .................................................................

¿Quién lo descubrió? ..........................................................

¿Cómo se hizo el descubrimiento? ......................................

¿Cuándo se hizo el descubrimiento? ....................................

¿Dónde se hizo el descubrimiento? ......................................

¿Qué se piensa que significa este descubrimiento? ...............

¿Cómo modificará el descubrimiento ideas anteriores sobre la historia, las ciencias o el mundo? .................................
1. Project Golden Frog
Collectors, pollution and disease are changing the delicate ecosystem in which the rare golden frogs live in Panama. The changes are killing off the small amphibians. Have students read about another ecosystem that is changing or threatened in this week's newspapers. Discuss what scientists have discovered about the changes. Then have students write a short editorial outlining what could be done to protect life in the area.
STANDARDS/SKILLS: Describing responses of an ecosystem to events that cause it to change.

2. Fighting Diseases
Dr. Baruj Benacerraf's discovery of the immune-response gene helped explain why some people fight off disease better than others. Ask students to read in this week's newspapers about a virus or a disease that is causing doctors and patients to worry. Or ask them to find a story about a virus or disease using the Internet. Challenge them to use the newspaper and other resources to write a brief description of the technology used to discover, track and combat the disease or virus.
STANDARDS/SKILLS: Describing technology used in the prevention, diagnosis and treatment of diseases.

3. Eating Well *
Nobel Prize winner Dr. Bernardo A. Houssay of Argentina studied endocrine glands, which produce hormones that bodies need to function. His work with dogs and toads taught people much about how insulin affects the disease of diabetes. Diabetes is a disease that can be controlled and maybe even prevented by what people eat. With the “Eating Well” activity sheet, have students look at ads for groceries in today’s newspaper. Ask them to cut out pictures of food and create a collage of a balanced meal that they might enjoy eating. Then have them create a collage of foods they shouldn't eat too often.
STANDARDS/SKILLS: Explaining the process of food storage and food use in organisms.

4. Engineering the Future *
The car that Carlos A. Ordoñez invented is an awesome innovation. His CoolLN2Car is powered by either liquid air or nitrogen. Instead of polluting air, the cryogenic heat or C-H engine releases exhaust that is just like air—and may be even cleaner. Have students look through today's newspaper for a picture of an interesting device. Challenge them to think up ways this device could be improved. Then have them draw a picture of their new version and label improvements they made to the original.
STANDARDS/SKILLS: Drawing upon and using visual sources to clarify, illustrate or elaborate upon information presented in historical narratives.

5. Clean Air, Clean Water, Healthy Earth
Chemist Mario J. Molina, who was born in Mexico City, proved that chlorofluorocarbons (CFCs) used in items such as spray cans and air conditioners harm the environment. The controversial research earned him and two other scientists the Nobel Prize in chemistry in 1995. Many scientists are working hard to protect and 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. As a class, brainstorm ways that that people could curb the damage done.
STANDARDS/SKILLS: Analyzing the ways in which technology influences human capacity to modify the physical environment and identifying the consequences of the modifications.

*Includes activity sheet for students.
Engineering the Future

The car that Carlos A. Ordoñez invented is an awesome innovation. His CooLN2Car is powered by either liquid air or nitrogen. Instead of polluting air, the cryogenic heat or C-H engine releases exhaust that is just like air—and may be even cleaner. Look through today’s newspaper for a picture of an interesting device. Think up ways this device could be improved. Then draw a picture of your new version below and label improvements you made to the original.
Carlos A. Ordóñez ha inventado un automóvil asombrosamente innovador. Le ha puesto por nombre “CooLN2Car” y se mueve con aire líquido o con nitrógeno. En lugar de contaminar la atmósfera, el motor de calor criogénico (C-H) despide emanaciones que son como el aire, y que posiblemente resultarán aún más limpias. Busca en el periódico de hoy una fotografía de un invento interesante. Piensa de qué manera podría mejorarse. Luego dibuja tu versión abajo y señala las mejoras que le has introducido al modelo original.
Eating Well

Research with dogs and toads by Nobel Prize winner Dr. Bernardo A. Houssay of Argentina taught people much about how insulin affects the disease of diabetes. Diabetes is a disease that can be controlled by what people eat. Living a healthy lifestyle is also affected by what people eat. Look at ads for groceries in today’s newspaper. Cut out pictures of food and create an art collage of a balanced meal you might enjoy eating. Then on the back of this sheet, create a collage of foods you shouldn’t eat too often.

Healthy Meal Collage
Comidas saludables

Las investigaciones que hizo en perros y sapos el médico argentino Dr. Bernardo A. Houssay, ganador del Premio Nóbel, permitieron aprender mucho acerca de la forma en que la insulina afecta a las personas que sufren de diabetes. La diabetes es una enfermedad que puede controlarse mediante los alimentos que come el paciente. Lo que la gente come determina si tienen un estilo de vida saludable. Lee los anuncios de alimentos en el periódico de hoy. Recorta fotografías de diversos alimentos y crea un “collage” artístico que muestre una comida balanceada que te gustaría comer. Luego usa la parte de atrás de esta hoja para crear un “collage” de alimentos que no debemos comer muy a menudo.

“Collage” de comidas saludables
1. Real-Life Math
Math and science are closely linked. It would be impossible to understand many scientific concepts without a solid knowledge of math. Have students create a series of word or story problems involving the Hispanic community based on events or newsmakers found in the newspaper. Ask them to solve their problems, and then exchange them with a classmate. Discuss problems as a class.

STANDARDS/SKILLS: Applying an understanding of number systems to model and solve mathematical and applied problems.

2. Everyday Technology *
Each invention or discovery made by scientists is the continuation of work that scientists have done in previous generations and centuries. For instance, an electronic pencil sharpener couldn't have been invented without several other technologies, including the forging of steel, the creation of plastic and the harnessing of electricity to power a motor, among others. Have students find a picture of an everyday object in today's newspaper. With the “Everyday Technology” activity sheet, have them brainstorm all the technologies needed to create the object.

STANDARDS/SKILLS: Understanding the connections between major developments in science and technology and the growth of industrial economy and society; understanding the economic boom and social transformation of the United States after World War II.

3. Controversial Science
Discoveries in science can be controversial. For instance, experiments in cloning are causing much ethical debate. Have students read about a controversy in science in this week’s newspapers. Ask them to form an opinion about the issue. Then have them write a persuasive essay in the form of a newspaper editorial that presents their opinion. Remind them to offer factual evidence that will support their arguments.

STANDARDS/SKILLS: Evaluating new information and hypotheses by testing them against known information and ideas; understanding the interplay between scientific or technological innovations and new patterns of social and cultural life.

4. Oh Those Electronics! *
Scientists and inventors are constantly seeking to improve upon the work of others to create new technologies and discover new things. Have students find an example of a common electronic device in today's newspaper and cut it out. With the “Oh Those Electronics!” activity sheet, challenge them to make an illustrated chart of inventions created throughout history that have accomplished the same or similar things.

STANDARDS/SKILLS: Showing how common themes of science, mathematics and technology apply in real-world contexts; viewing strategically and representing creatively.

5. Drawing Conclusions
Editorial cartoons use art to express opinions about people and things. Have students pick an issue involving science or technology that will be important to the Hispanic community and others in the next 10 years. Ask them to draw an editorial cartoon showing why this will be important, and what may come about as a result.

STANDARDS/SKILLS: Understanding major influences on society from the end of World War II to the present; identifying major changes and patterns in societies and institutions; formulating positions based on historical data; representing creatively.

\*Includes activity sheet for students.
Everyday Technology

Each invention or discovery made by scientists is based on work that scientists have done in previous generations and centuries. For instance, an electronic pencil sharpener couldn’t have been invented without several earlier technologies. These would include the forging of steel, the creation of plastic and the harnessing of electricity to power a motor, among others. Find a picture of an everyday object in today’s newspaper. In the spaces below brainstorm all the technologies needed in order to create the object.
Tecnología de uso diario

Cada invento o descubrimiento que hacen los científicos se basa en el trabajo que otros científicos hicieron en generaciones y siglos anteriores. Por ejemplo, no podría haberse inventado un sacapuntas electrónico sin que antes se hubiesen inventado otras tecnologías. Entre éstas, la forja del acero, la invención del plástico y el uso de la electricidad para mover un motor. Busca en el periódico de hoy una fotografía de un objeto de uso corriente. En el espacio que aparece abajo, enumera todas las tecnologías que fueron necesarias para llegar a crear este objeto.
Scientists and inventors are constantly seeking to improve upon the work of others to create new technologies and discover new things. Find an example of a common electronic device in today’s newspaper and cut it out. In the space below make an illustrated chart of inventions created throughout history that have accomplished the same or similar things.

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La electrónica

Científicos e inventores constantemente tratan de perfeccionar el trabajo de otros para crear nuevas tecnologías y descubrir cosas nuevas. Busca en el periódico de hoy un ejemplo de un aparato electrónico de uso corriente y recórtalo. Dibuja en el espacio abajo un gráfico ilustrado de inventos creados a lo largo de la historia que han tenido el mismo propósito, o uno similar.

Invento: ........................................
Cuándo se inventó: ..........................
Innovaciones: ..............................

Invento: ........................................
Cuándo se inventó: ..........................
Innovaciones: ..............................

Invento: ........................................
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Invento: ........................................
Cuándo se inventó: ..........................
Innovaciones: ..............................
MORE CAN BE DONE

The Newspaper in Education program “High-Tech Heroes: Hispanic Explorers in Science” has examined the achievements and contributions of Hispanic Americans in science and technology. But more can be done. The activities below are designed to extend the lessons of this program.

1. Adopt a Scientist
Have students “adopt” a Hispanic American leader in science, medicine or technology who is often in the news. Have them create a scrapbook of clippings from the newspaper and from magazines that feature this person. Follow this person for a month, or a semester, or a year. Write the person and see if he/she can visit. Finish by having students use the collected material to write a short report on the person’s achievements for a year.

2. Hispanic Science Organizations
Research Hispanic science organizations and groups at the local, state and national levels. Have students record what they do, how they do it and who is involved. Find out which ones have newsletters and request that they be sent to the class. Investigate which have websites that supply information or online services. Compile the list of institutions into a resource guide for future class use.

3. Internet Project
Learn about the countries in which Hispanic Americans have roots by researching scientific leaders and achievements in those countries. Make a master list of all the countries from which Hispanic Americans have come today and in the past. Divide the class into teams and assign each one a country to research. Challenge them to use the Internet to research scientific leaders or accomplishments in each country. Finish by having each team design a poster showcasing their research and the countries of origin for Hispanic Americans.

4. Meet a Professor
Contact a Hispanic professor of science or technology at a local college and invite him/her to speak with your class at lunch or in the classroom. Have students prepare questions to ask about how this person decided to specialize in his/her field, day-to-day activities at the university and books to read and enjoy.

5. Hispanic Businesses
Have students use the newspaper, Yellow Pages, magazines and the Internet to research Hispanic businesses in the community or state. Have them create a file of information on each business that includes name, location, type of business and how science and technology affect the operation of the business or what it sells. Invite leaders of science or technology businesses to visit the class and discuss what they do.

6. Tour a Science Site
Arrange a tour of a science or technology business or a university science lab. Meet with different staff members to discuss how individuals on the staff contribute to the effort. See if one of the staff members would be willing to be a written or electronic pen pal keeping the class up to date on what he/she is doing on the job.

CREDITS: This Teacher Guide was created by Hollister Kids. The writer was Martha Michaela Brown.

REFERENCES: The national education standards used in this Teacher Guide were based on the Science and Social Studies standards compiled by the Council for Basic Education, 1319 F Street NW, Suite 900, Washington, DC 20004; email: info@c-b-e.org; telephone 202-347-4171. Other references include the Curriculum Framework of the Michigan Department of Education.
RATE THE PROGRAM
The program “High-Tech Heroes: Hispanic Explorers in Science” 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 the Newspaper in Education department of this newspaper.

1. Please grade the overall quality of the program "High-Tech Heroes: Hispanic Explorers in Science."

+ A + - B - + C - + D - F

EXAMPLE: (B+ evaluation)

+ A - + B - + C - + D - F

2. Do you feel that your students are more knowledgeable regarding science issues in the Hispanic community as a result of this program?

( ) yes ( ) no

3. The "High-Tech Heroes: Hispanic Explorers in Science" program was sponsored by Ford Motor Company. Has your impression of this company changed as a result of Ford’s sponsorship?

( ) unchanged

( ) somewhat more favorable

( ) much more favorable

4. Did "High-Tech Heroes: Hispanic Explorers in Science" 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/late delivery of student sections

( ) missed/late 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!