THE NEWSPAPER IS A VALUABLE SOURCE OF INFORMATION FOR STUDENTS

Pride & Power: Hispanic History & Politics

This Teacher Guide is designed to help you introduce the newspaper to your students and to use additional deliveries to extend the lessons of the Newspaper in Education supplement “Pride & Power: Hispanic History & Politics.” It contains suggested activities, as well as 8 1/2 x 11-inch activity sheets in both Spanish and English that you may photocopy for students to complete. All the materials in this comprehensive unit are made available for your classroom through the generous contribution of Ford Motor Company Fund. Thanks to the support of Ford Motor Company Fund, these curriculum materials are provided free of charge. Please take a few minutes to thank Ford Motor Company Fund and to ask your students to send a thank-you note. Your positive feedback will be appreciated by the caring individuals who made this all possible. Please send your messages to: “Pride & Power: Hispanic History & Politics,” Ford Motor Company Fund, c/o Campbell & Co., 3200 Greenfield Road, Suite 280, Dearborn, MI 48120. The Newspaper in Education department of this newspaper also would like to hear your comments about this program, as well as any of the other programs we offer throughout the year. Please return the evaluation form found on the back page as directed.

Ford Motor Company Fund

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UNIT 1

THE POWER OF POLITICS

Throughout U.S. history, political action and involvement have shaped the life and liberties of Americans. The activities in this unit examine politics in the United States and how political activity is affected by the growth of an ethnic group like Hispanic Americans.

1. Political Scavenger Hunt *
   Politics involves more than just elections. Politics involves how leaders lead, what issues people support and how they choose to achieve goals. Politics involves all the people of a country and it involves the interests of specific groups like Hispanic Americans. Help students learn the range and reach of politics in the United States by sending them on a Political Scavenger Hunt through the newspaper. Discuss the different examples students find in the categories on the “Political Scavenger Hunt” activity sheet. Discuss which would be most important to members of a Hispanic American community.

   **STANDARDS/SKILLS:** Explaining what is meant by the public agenda, how it is set and the kinds of issues that are on it; explaining how political parties and elections give citizens a chance to participate in the political process.

2. Leaders
   People become leaders in different ways. Some are elected in the political process, and some become leaders as a result of things they have done. Have students find three people who are leaders in the stories and photos of today’s newspaper. Ask them to list these people on a sheet of paper and describe how each became a leader. Did any earn leadership in more than one way?

   **STANDARDS/SKILLS:** Describing and comparing past and present political figures and events; identifying important likenesses and differences; explaining how individuals in history demonstrate good character and personal virtue.

3. Political Collage
   A kind of art called collage mixes images and words to express ideas or emotion. Challenge students to pretend they are collage artists who have been given an assignment to do an art collage about politics. Direct them to clip words and images from the newspaper and assemble them to offer an artistic “message” about politics. Display the artworks and discuss the messages conveyed in each.

   **STANDARDS/SKILLS:** Identifying local, state and national political figures, symbols, ideas, events and institutions and describing what makes them important; expressing ideas artistically.

4. Political Freedom *
   The freedom to express different ideas and the freedom to choose leaders by voting are the cornerstones of a democracy. These freedoms are especially important to Hispanics and other people who come to the U.S. from countries with less freedom. Have students pretend they have just arrived in the U.S. from another country. They are excited about being able to express themselves about things they like or dislike about government or political issues. Have them pick two issues from the newspaper and express an opinion about them on the signs shown on the “Political Freedom” activity sheet.

   **STANDARDS/SKILLS:** Identifying and explaining the relationship between principles and government institutions, including the electoral system, the right of individual liberty and the protections of the U.S. Constitution.

5. Voting
   Voting is a key part of any successful democracy. In the U.S., citizens over the age of 18 have the right to vote, but they must register to take part in local, state and national elections. Hispanic Americans are growing in number and are working to increase voter registrations. Divide students into teams and have each team brainstorm at least three different ways the newspaper could use its resources to encourage Hispanic Americans and others to register and vote. Have them consider all features of the paper—ads, stories, photos, editorials, etc.

   **STANDARDS/SKILLS:** Designing and carrying out civic or political projects intended to inform and develop understanding of public issues.

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*Includes activity sheet for students.*
Politics involves more than just elections. Politics involves how leaders lead, what issues people support and how they choose to achieve goals. Politics involves all the people of a country and it involves the interests of specific groups like Hispanic Americans. Learn more about politics in the United States by going on a Political Scavenger Hunt through the newspaper. See how many of the items below you can find in today’s newspaper. Discuss which would be most important to members of a Hispanic American community. Why?

<table>
<thead>
<tr>
<th>Page</th>
<th>List</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____</td>
<td>A story about a political candidate</td>
</tr>
<tr>
<td>_____</td>
<td>A photo of a place candidates might meet voters</td>
</tr>
<tr>
<td>_____</td>
<td>A story about an issue that would be important to Hispanic Americans</td>
</tr>
<tr>
<td>_____</td>
<td>An editorial expressing an opinion about a local issue that could affect Hispanic Americans</td>
</tr>
<tr>
<td>_____</td>
<td>News of a national Hispanic American leader</td>
</tr>
<tr>
<td>_____</td>
<td>News of a Spanish-speaking nation important to U.S. interests</td>
</tr>
<tr>
<td>_____</td>
<td>A story about a group of people who could work together in politics</td>
</tr>
<tr>
<td>_____</td>
<td>News about something the U.S. Congress did yesterday</td>
</tr>
<tr>
<td>_____</td>
<td>A photo of a neighborhood that needs attention or action from the mayor or City Council</td>
</tr>
<tr>
<td>_____</td>
<td>An ad that expresses an opinion about an issue</td>
</tr>
</tbody>
</table>
BÚSQUEDA DE NOTICIAS POLÍTICAS

La política es algo más que sólo las elecciones. La política incluye cómo los líderes ejercen el liderazgo, cuáles son los temas que cuentan con el apoyo de la gente y cómo se eligen las metas que se quiere alcanzar. La política involucra a todas las personas en el país, así como los intereses de grupos específicos como los hispanos en los Estados Unidos. Aprenda más sobre la política en los Estados Unidos haciendo una búsqueda de noticias políticas publicadas en el diario. ¿Cuántas de las que se mencionan seguidamente puede encontrar usted en el diario de hoy? Examine con los demás cuáles de estos asuntos serían más importantes para los miembros de una comunidad hispana en los Estados Unidos, y porqué.

Página Lista

_____ Un reportaje sobre candidatos políticos
_____ Una fotografía de un lugar donde podrían encontrarse candidatos y votantes
_____ Un reportaje sobre un tema de interés para hispanos en los Estados Unidos
_____ Un editorial expresando una opinión sobre un tema local que podría afectar a hispanos en los Estados Unidos
_____ Una noticia sobre un líder nacional hispano en los Estados Unidos
_____ Una noticia sobre un país hispanoparlante que es importante para los intereses de los Estados Unidos
_____ Un reportaje sobre un grupo de personas que podrían trabajar juntos en política
_____ Una noticia sobre algo que el Congreso de los Estados Unidos hizo ayer
_____ Una fotografía de un vecindario que necesita atención o acción por parte del alcalde o del consejo municipal
_____ Un anuncio que exprese una opinión sobre algún tema o cuestión
**POLITICAL FREEDOM**

Political freedom is one of the most important rights citizens have in the United States. The freedom to express different ideas and the freedom to choose leaders by voting are the cornerstones of a democracy. These freedoms are especially important to Hispanics and other people who come to the United States from countries that have less freedom. Pretend you have just arrived in the United States from another country and have just become a citizen. You are excited about being able to express yourself about things you like or dislike about government or political issues. Pick two issues from the newspaper and express an opinion about them on the signs drawn below.
LIBERTAD POLÍTICA

La libertad política es uno de los derechos más importantes que tienen los ciudadanos de los Estados Unidos. La libertad de expresión de ideas y el derecho de elegir los líderes mediante el voto son las piedras angulares de la democracia. Estas libertades tienen especial importancia para los hispanos y otras personas que vienen a los Estados Unidos procedentes de países donde hay menos libertad. Imagine que usted acaba de llegar a los Estados Unidos procedente de otro país y que acaba de hacerse ciudadano. Usted se siente entusiasmado porque puede expresarse libremente sobre lo que le gusta o le disgusta en temas de gobierno o cuestiones políticas. Seleccione dos temas del diario y exprese una opinión sobre ellos en los carteles dibujados abajo.
HISPANIC LEADERS

As the Hispanic American population grows, the prominence of Hispanic Americans in politics will grow. The activities in this unit examine some Hispanic American pioneers in politics and explore the qualities politicians need to attain positions of leadership.

1. Groundbreakers

Dennis Chavez made history in 1936 when he became the first U.S.-born Hispanic elected to the U.S. Senate. What Hispanic Americans are breaking new ground in politics today? Have students follow the activities of a Hispanic American making a mark in local, state or national politics and create a log of news articles and photos from the newspaper. At the end, have students write a summary of how this Hispanic American leader is breaking new ground in politics and present “evidence” to the class from the log they have kept.

STANDARDS/SKILLS: Identifying major local, state and national political figures and describing what makes them important; organizing and analyzing social science information.

2. All Politics Is Local

Mel Martínez is now a U.S. Senator from Florida. He got his start in politics as a local leader in Orange County, Florida, after coming to this country from Cuba. Local politics is often the first step for Hispanic Americans and others who want to become political leaders. Have students read about a Hispanic American or other leader who is involved in local politics. Through what issue is this leader making news? What other issues are important to this leader? What other offices might this leader seek if successful in his/her present position?

STANDARDS/SKILLS: Explaining how public policy is formed and carried out at local, state and national levels and what roles individuals can play.

3. Coalition Building

Simón Bolívar spent his life trying to unify South America and is known today as the “George Washington of South America.” Getting different groups to work together is important in politics. This is especially true for groups like today’s Hispanic Americans who seek to attain more political influence as their numbers grow. Have students find an example in the newspaper of groups working together in politics. Ask them to write a short paragraph describing how working together helps these groups. Then challenge students to identify groups in the news with which Hispanic Americans could work to achieve greater political power. Ask them to pick one and explain how working with this group would help Hispanic Americans.

STANDARDS/SKILLS: Explaining how interest groups and organizations provide opportunities for citizens to participate in the political process.

4. Hispanic Women

Rosario Marin didn’t speak English when she came to the United States from Mexico at age 14. She became the Treasurer of the United States, the highest ranking Latina in the Bush Administration and the first U.S. Treasurer born outside the country. As a class, discuss what things may have limited the number of Hispanic and other women holding prominent political positions in the past. Then challenge them to write a paragraph explaining what things are changing that allow more women to achieve top political offices.

STANDARDS/SKILLS: Describing the diversity of the United States and identifying some of the benefits and costs of this diversity.

5. Create a Leader *

What makes a good leader? As a class discuss leadership qualities and whether qualities are different for a political leader than for a leader in another field. With the “Create a Leader” activity sheet, have students come up with a list of qualities a leader would need today to effectively serve the Hispanic American community as an elected lawmaker in the State Legislature or City Council. Challenge them to find leaders who have these qualities in today’s newspaper.

STANDARDS/SKILLS: Explaining how qualities of private character such as responsibility, self-discipline, fairness, compassion and respect for human dignity contribute to the well-being of society.

*Includes activity sheet for students.
CREATE A LEADER

What makes a good leader? As a class discuss leadership qualities and whether qualities are different for a political leader than for a leader in another field. Then discuss whether qualities would be different for a political leader in an identifiable ethnic community like Hispanic Americans. In the spaces below come up with a list of qualities a leader would need today to effectively serve the Hispanic American community as an elected lawmaker in the State Legislature or City Council. See if you can find leaders who have these qualities in today’s newspaper.

Leadership qualities

1. _______________________________________________________________________
2. _______________________________________________________________________
3. _______________________________________________________________________
4. _______________________________________________________________________
5. _______________________________________________________________________
6. _______________________________________________________________________
7. _______________________________________________________________________
8. _______________________________________________________________________
9. _______________________________________________________________________
10. _______________________________________________________________________
11. _______________________________________________________________________
12. _______________________________________________________________________
CREANDO UN LÍDER

¿Cómo se llega a ser un buen líder? Trabajando en conjunto como clase examine las cualidades de liderazgo y vea si las que requiere un líder político son diferentes de las que debe tener un líder en otro campo de actividad. Entonces discuta con los demás si se necesita tener cualidades diferentes para ser un líder político en una comunidad étnica identificable, como la de hispanos en los Estados Unidos. Escriba en los espacios que aparecen abajo una lista de las cualidades que necesita tener un líder hoy en día para representar eficazmente a la comunidad hispana en los Estados Unidos como legislador electo a la legislatura estatal o al consejo municipal. Vea si puede encontrar en el diario de hoy noticias sobre líderes que posean esas cualidades.

Cualidades de liderazgo

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________
4. ____________________________________________
5. ____________________________________________
6. ____________________________________________
7. ____________________________________________
8. ____________________________________________
9. ____________________________________________
10. ____________________________________________
11. ____________________________________________
12. ____________________________________________
UNIT 3

HISPANIC ISSUES IN POLITICS

When any ethnic group grows, its influence on the nation’s political agenda grows as well. The activities in this unit look at issues of importance to the Hispanic American community at the local, state and national levels, and what actions might be taken as a result.

1. State Issues *

Every politician picks issues on which to focus special attention. These issues may be important to the politician personally or to the community he or she represents. Ask students to find stories in today’s newspaper that affect all parts of your state. Then challenge them to pick one state issue that might be important to Hispanic Americans in your area. On the “State Issues” activity sheet, have them write a sentence stating why this issue is important to Hispanic Americans. Then have them write a second explaining what action would most help Hispanic Americans on this issue. Then have them write what it would take to achieve that action.

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

2. National Issues *

Some issues or problems can’t be handled effectively by state or local communities and need action at a national level. As a class, brainstorm a list of issues that would be most important to Hispanic Americans at the national level. Discuss how many the United States could address alone. Then discuss how many would involve other countries. With the “National Issues” activity sheet, have students write a short letter to the editor urging action on one of these issues. Remind them to use the proper format for a business letter when writing.

STANDARDS/SKILLS: Describing the major responsibilities of national government for domestic and foreign policy; explaining what is meant by the public agenda, and the kinds of issues that are on it.

3. Ethnic Politics

Politics in America is a quilt with many pieces. Each piece adds to the color and richness of the fabric. Divide students into teams and have them search the newspaper for examples of how the growing population of Hispanic Americans is changing America—and how it is changing issues politicians consider important. Challenge students to write a short “position paper” on an issue to which they would pay more attention as a result of the growing Hispanic American population.

STANDARDS/SKILLS: Evaluating the values and challenges of diversity in American life; explaining how public policy is formed and carried out at local, state and national levels.

4. Fighting Poverty

Poverty is an issue that affects everyone, not just people who are poor. In many communities Hispanic Americans struggle to make ends meet, even with two or three jobs. Have students look through stories in today’s newspaper for problems created, or made worse, by the poverty that affects people. Ask them to pick one problem and write a short newspaper editorial proposing a solution.

STANDARDS/SKILLS: Explaining how the basic purposes of government are to protect the rights of individuals and to promote the common good; posing social science questions and finding solutions.

5. Mr. Ambassador

Tony Garza, a statewide Hispanic leader in Texas politics, was nominated by President George Bush to be U.S. Ambassador to Mexico. Ambassadors help the U.S. government communicate and work with the leaders of other countries. In teams, have students find stories about Mexico in the newspaper over several days. Have them write to Tony Garza outlining three issues he might work on as ambassador to Mexico. Ask them to make sure to explain the reasons they chose each issue.

STANDARDS/SKILLS: Explaining the major ways nations interact with one another, including trade, diplomacy, cultural contacts, treaties and uses of military force.

*Includes activity sheet for students.
STATE ISSUES

Every politician picks issues on which to focus special attention. These issues may be important to the politician personally or to the community he or she represents. Find stories in today’s newspaper that affect all parts of your state. Then pick one state issue that might be important to Hispanic Americans in your area. Write a sentence stating why this issue is important to Hispanic Americans. Then write a second explaining what action would most help Hispanic Americans on this issue. Finish by writing what it would take to achieve that action.

The issue I selected is:

________________________________________________________

Why this issue is important to Hispanic Americans:

________________________________________________________

________________________________________________________

________________________________________________________

What action would most help Hispanic Americans on this issue:

________________________________________________________

________________________________________________________

________________________________________________________

What it would take to achieve that action:

________________________________________________________

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________________________________________________________
TEMAS ESTATALES

Todo político selecciona temas en los que concentra una atención especial. Estos temas pueden ser importantes para el político personalmente o para la comunidad que él o ella representa. Busque relatos en el diario de hoy que afecten a la totalidad del estado donde usted vive. Luego seleccione un tema estatal que pudiera ser importante para los hispanos que residen en el área donde usted vive. Escriba una oración explicando porqué el tema es importante para los hispanos en los Estados Unidos. Escriba una segunda oración explicando la medida que más ayudaría a hispanos en este país sobre el mismo tema. Termine redactando una explicación de lo que habría que hacer para lograr la adopción de esa medida.

El tema que yo he seleccionado es

________________________________________________________________________

¿Por qué es importante este tema para hispanos en los Estados Unidos?

________________________________________________________________________

¿Qué medida sobre este tema ayudaría más a hispanos en los Estados Unidos?

________________________________________________________________________

¿Qué habría que hacer para lograr la adopción de esa medida?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
NATIONAL ISSUES

Some issues or problems can’t be handled effectively by state or local communities and need action at a national level. As a class, brainstorm a list of issues that would be most important to Hispanic Americans at the national level. Discuss how many the United States could address alone. Then discuss how many would involve other countries. In the space below write a short letter to the editor urging action on one of these issues.

To the Editor:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Yours truly.
Hay temas o problemas que no se pueden atender eficazmente por comunidades locales o estatales y que requieren acción en el ámbito nacional. Trabajando en conjunto como clase, póngase de acuerdo sobre una lista de temas que serían de la mayor importancia para hispanos en los Estados Unidos en escala nacional. Discuta con los demás acerca del número de temas que este país podría atender por sí solo. Luego examine cuántos temas requerirían la participación de otros países. En el espacio que aparece abajo escriba una breve carta al editor del diario solicitando acción urgente sobre uno de estos temas.

Al Editor:


Atentamente,

*Includes activity sheet for students.*
BUILDING FOR THE FUTURE

Building political influence is like building a house. You first need to lay a foundation and then build upon it brick by brick. The activities in this unit examine how Hispanic Americans can build a political base and increase influence through elections and activities in the community.

1. Start Building
Building Hispanic American political power for the future requires work and effort today. Have students use the newspaper over several days or a week to see how local politics work, what offices seem most important, what issues get most attention and what politicians seem most successful. Then have them write a newspaper editorial offering a “blueprint” to help Hispanic Americans increase political power and influence as their population grows.

STANDARDS/SKILLS: Explaining how public policy is formed and carried out at local, state and national levels and what roles individuals can play in the process; explaining how interest groups provide opportunities for citizens to participate in the political process.

2. Design a Poll
Political polls measure public opinion by asking questions of a sample number of voters who mirror the makeup of the larger voting public. Have students work in teams to design a poll to determine how people think greater numbers of Hispanic Americans will change their community or the politics of the community by the time of the next U.S. Census in 2010. Remind them that poll questions should be crafted carefully so as to not “hint” at answers by the way they are worded. Have students in your class, or several classes, answer the questions in the poll. Tally results as a class and challenge students to write up the findings as a newspaper story.

STANDARDS/SKILLS: Evaluating the role of public opinion in American politics; explaining the effects of social diversity on the vitality of American society.

3. Future Laws
Candidates often propose laws when running for office. Every two years, seats for one-third of the U.S. Senate and all of the U.S. House are determined by voters. Have students pretend they are Senate or House candidates in a district with a growing Hispanic American population. With the newspaper as a resource, have them propose two laws that would benefit the Hispanic community in the future. Ask them to give a reason for proposing each.

STANDARDS/SKILLS: Identifying and explaining social, economic and geographic factors, as well as ideas and people, that play a significant part in shaping American society.

4. Working Together
North, South and Central America share the one-half of the world known as the Western Hemisphere. Sharing the same hemisphere gives nations some common interests and problems. Have students use the newspaper to find a U.S. Hispanic leader proposing action to deal with a Hispanic nation in the hemisphere. Ask them to write a short summary of what action is being proposed, and why. Finish by having students brainstorm a list of interests or problems nations in the hemisphere might share in the years ahead.

STANDARDS/SKILLS: Describing the impact of economic, social and political developments in other countries; explaining the responsibilities of the national government for domestic and foreign policy.

5. Public Service *
Public service ads in the newspaper are designed to help solve problems or gain support for good causes. With the “Public Service” activity sheet, ask students to design a public service ad to encourage Hispanic Americans to get involved in politics. Have them be sure to list reasons political involvement is important to a community and to come up with an eye-catching motto or headline for the ad. Display and discuss ads as a class.

STANDARDS/SKILLS: Designing activities to increase understanding of public issues and policies; using the craft of the illustrator and visual artist to convey meaning.
Public service ads in the newspaper are designed to help address problems or gain support for good causes. In the space below design a public service ad to encourage Hispanic Americans to get involved in politics. Be sure to list reasons political involvement is important to a community and come up with an eye-catching motto or headline for the ad. Display and discuss ads as a class.
SERVICIOS A LA COMUNIDAD

Los anuncios de servicios a la comunidad que se publican en los diarios tienen por finalidad ayudar a resolver problemas de interés público u obtener respaldo para causas justas. En el espacio que aparece abajo diseñe un anuncio de servicio a la comunidad que estimule a hispanos en los Estados Unidos a participar en la política. Haga una lista de las razones por las que una comunidad debe involucrarse en política. Redacte un lema o titular llamativo para el anuncio. Cada miembro de la clase deberá desplegar su anuncio y discutirlo con los demás, actuando en conjunto.
MORE CAN BE DONE

The Newspaper In Education supplement “Pride & Power: Hispanic History & Politics” and this Teacher Guide have explored the achievements and contributions of Hispanic Americans to politics and government. But more can be done. The activities below are designed to extend the lessons of “Pride & Power: Hispanic History & Politics.”

1. **Political Watch**  
Follow the races for political office this year and create a clipping file of stories about issues that affect the Hispanic American community. Invite candidates to speak at the school on these issues, or write them seeking their positions. Have students assess the different candidates and choose among them in a class vote.

2. **Adopt a Leader**  
Have students “adopt” a Hispanic American political leader who is often in the news. Have them create a scrapbook of clippings from the newspaper and other publications 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, or the class can visit the leader’s office. Finish by having students use the collected material to write a short report on the person’s achievements for a year.

3. **Make Connections**  
As students learn more about the role of Hispanics in U.S. politics, learn more as a class about the politics, problems and leadership of Hispanic nations in Central and South America. Use the Internet to make a reference file about these nations, their history and their future.

4. **See as We Are Seen**  
Use the Internet to see how newspapers in Hispanic countries around the world view U.S. politics. Make a “bookmark” list of websites to visit to get regular updates on views of U.S. politics from these countries.

5. **Cyber-Congress**  
Learn more about Hispanic political issues by visiting the websites of the Hispanic American members of the U.S. Congress. Request to be put on email or mailing lists for updates from these members on Hispanic issues that come before Congress.

6. **Hispanic Newspapers**  
Invite editors or reporters from local Hispanic American newspapers to speak to the class about Hispanics’ growing role in politics locally and nationally. Ask them to discuss the challenges and rewards of covering political issues for the Hispanic community.

7. **Hispanic Institutions**  
Research Hispanic American political and civic institutions at the local, state and national levels. Have students record what the institutions 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.

CREDITS: This Teacher Guide was created by Hollister Kids: Peter Landry, writer; Jeanne Maier, graphic designer.

REFERENCES: The national education standards used in this Teacher Guide were based on the Social Studies and Civics 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 National Standards for Civics and Government developed by the U.S. Office of Educational Research and Improvement and the Curriculum Framework of the Michigan Department of Education.
RATE THE PROGRAM
The supplement "Pride & Power: Hispanic History & Politics" and this Teacher Guide are designed to assist teachers in the classroom. To enable us to serve you as effectively as possible, we would like to hear your comments. Please complete the following questionnaire and return to the Newspaper in Education Department of this newspaper.

1. Please grade the overall quality of the "Pride & Power: Hispanic History & Politics" program.

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

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

2. Do you feel that your students are more knowledgeable regarding Hispanic history and politics as a result of their exposure to "Pride & Power: Hispanic History & Politics"?

   (   ) yes   (   ) no

3. The "Pride & Power: Hispanic History & Politics" program was sponsored by Ford Motor Company Fund. Has your impression of this company changed as a result of their sponsorship?

   (   ) unchanged
   (   ) somewhat more favorable
   (   ) much more favorable

4. Did "Pride & Power: Hispanic History & Politics" 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:

    __________________________________________

11. Can we contact you to follow up?

    (   ) yes   (   ) no

Thank you for helping us improve our educational services.