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 “Hispanic Literature & Storytelling” and this Teacher Guide have been created to help students learn about Hispanic contributions to literature and the importance of storytelling in the Hispanic community.

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 Hispanic writers and examine storytelling 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 “Hispanic Literature & Storytelling” 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 “Hispanic Literature & Storytelling,” 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 section and mail or fax it to the NIE Department as directed.
UNIT 1

THE GROWING COMMUNITY

Hispanic Heritage Month celebrates the accomplishments of Hispanic Americans and educates all Americans. The Hispanic community in the United States today is larger than it has ever been. According to a Census Bureau report released this June, the Hispanic population had grown to 41.3 million as of July 2004, the most recent year for which statistics are available. Have students explore this growing community and the contributions it makes to the nation’s life as a whole by completing the activities in Unit 1, “The Growing Community.”

1. Hispanics & U.S. Culture *

From art to politics to science to sports, Hispanic people have had a huge impact on American culture. Have students use the newspaper to find out about Hispanic contributors to the nation’s culture and society by completing the activity sheet “Hispanics as Part of American Culture.”

STANDARDS/SKILLS: Using traditional and electronic means to gather and organize social science information; collecting, exploring and analyzing data.

2. Latin Neighbors *

Hispanic Americans aren’t all alike – they are people with ancestors from many places. Have students explore Hispanic history while keeping up to date with the news of the day in the newspaper. As a class, read about a Hispanic country in the news. Then challenge students to use the newspaper and other resources to explore that country with the activity sheet “Latin Neighbors.”

STANDARDS/SKILLS: Collecting, organizing and analyzing data in a variety of ways by hand and with technology; locating and describing the diverse places, cultures and communities of major world regions.

3. Hispanics in the News

Hispanic people in the United States now number more than 41 million and they are making news in a variety of fields. Have students learn more (and build reading comprehension) by reading a story about a Hispanic newsmaker aloud from this week’s newspapers. Then ask students to summarize the news in their own words on their own.

Remind them about the importance of details and main ideas when summarizing.

STANDARDS/SKILLS: Understanding the diversity and shared ideals of American society; comprehending the past.

4. Spanish Names

From Los Angeles to Florida, many place names with Spanish origins can be found in the United States. Have students explore this nation’s Hispanic roots by creating a list of five Spanish place names found in today’s newspaper. Ask them to use a dictionary or the Internet to find out what each name means. Then challenge them to find out how each place got its name.

STANDARDS/SKILLS: Using knowledge of word origins and word relationships to determine the meaning of specialized vocabulary; demonstrating awareness of words that have entered the English language from many cultures.

5. Roots

Many Hispanic people in the United States have roots in this nation that go back several generations. Other families have arrived more recently and may have closer ties to their countries of origin. To explore different Hispanic homelands, have students divide into teams or pairs and pick a Hispanic country to “track” over the next few months by clipping out articles and reading from the newspaper. At the end of that time, have each group present an oral report about the current events in the country it selected.

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

The “Hispanic Literature & Storytelling” supplement and this Teacher Guide were created by Hollister Kids for distribution to newspapers nationally through the 2005-2006 Ford Hispanic Heritage Program. The writer for the Teacher Guide was Martha Michaela Brown. Participating teachers are granted rights to reproduce all activity sheets in this Teacher Guide. All other rights reserved.
From art to politics to science to sports, Hispanic people have had a huge impact on American culture. Look through this week’s newspapers to find examples of Hispanic newsmakers in different aspects of American life. Then write a sentence explaining why each is in the news.

Politician: __________________________________________________________
Why he or she is in the news: ________________________________________

Writer: ______________________________________________________________________
Why he or she is in the news: __________________________________________________

Scientist: ______________________________________________________________________
Why he or she is in the news: __________________________________________________

Athlete: ______________________________________________________________________
Why he or she is in the news: __________________________________________________

Businessperson: __________________________________________________________________
Why he or she is in the news: __________________________________________________

Scholar: ______________________________________________________________________
Why he or she is in the news: __________________________________________________

Performing Artist: _____________________________________________________________
Why he or she is in the news: __________________________________________________

Another Hispanic Newsmaker: _________________________________________________
Why he or she is in the news: _________________________________________________
En las artes, la política, la ciencia y los deportes, los hispanos han tenido un impacto enorme en la cultura de los Estados Unidos. En los diarios de esta semana busca ejemplos de hispanos que han aparecido en las noticias sobre diferentes aspectos de la vida en este país. Luego escribe una oración explicando por qué cada persona ha figurado en las noticias.

Político: 
Por qué él o ella aparece en las noticias 

Escritor: 
Por qué él o ella aparece en las noticias 

Científico: 
Por qué él o ella aparece en las noticias 

Atleta: 
Por qué él o ella aparece en las noticias 

Persona de negocios: 
Por qué él o ella aparece en las noticias 

Académico o especialista: 
Por qué él o ella aparece en las noticias 

Intérprete artístico: 
Por qué él o ella aparece en las noticias 

Otro hispano en las noticias: 
Por qué él o ella aparece en las noticias
LATIN NEIGHBORS

Hispanic Americans aren’t all alike – they are people with ancestors from many places. Explore Hispanic history while keeping up to date with the news of the day with the newspaper. As a class, read about a Hispanic country in the news. Then use the newspaper and other resources to explore that country or its region of the world.

What is the country in the news story? ________________________________

Find the country on a map. What are its neighbors? __________________________

________________________________________________________________________

________________________________________________________________________

Write a short paragraph summing up the news in the article. ________________

________________________________________________________________________

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________________________________________________________________________

Learn about the country’s history. Write a few sentences about life there before the Spanish came. ________________________________________________________

________________________________________________________________________

________________________________________________________________________

Write a few sentences about how it won independence.  
________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Write a few sentences about life there now. ________________________________

________________________________________________________________________

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Los hispanoamericanos no son todos iguales: son personas cuyos antepasados provienen de muchos países. Estudia la historia hispana y al mismo tiempo mantente al día en las noticias leyendo el diario. Actuando en conjunto en la clase, lean sobre un país hispano en las noticias. Luego usen el diario y otras fuentes de información para explorar ese país o la región del mundo a la que pertenece.

¿Cuál es el país que figura en la noticia? ______________________________________

Busca el país en el mapa. ¿Cuáles son los países vecinos? ________________
________________________________________________________________________
________________________________________________________________________

Escribe un párrafo corto resumiendo las noticias que se dan en el artículo.
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Aprende la historia del país. Escribe unas pocas oraciones sobre la vida en el país antes de la llegada de los españoles. ______________________________________
________________________________________________________________________
________________________________________________________________________

Escribe unas pocas oraciones sobre cómo el país obtuvo su independencia.
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Describe en unas pocas oraciones cómo es la vida ahora en este país.
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
THE ROLE OF STORYTELLING

From earliest times, storytelling has played an important role in communities. Storytelling was a way to pass along traditions and culture. Storytelling was a way to explain the world. Storytelling was a way to entertain. Storytelling was a way to educate the young. Storytelling today fulfills all these roles. Yet today’s storytelling takes many forms— from books and newspapers to movies and television. The activities in Unit 2 examine storytelling in all its forms today.

1. Culture & Heritage

Hispanic writers have used storytelling to examine the cultural experiences of Hispanics in both their homelands and the United States. Esmeralda Santiago, for example, has been a rich voice for Puerto Ricans in both the U.S. and their homeland. Víctor Villaseñor has captured the experience of Mexico and southern California. In the newspaper, have students find stories or photos involving the Hispanic community, Hispanic newsmakers or issues of importance to Hispanics. From the story or other resources, ask them to write out details or experiences a writer might use to explore Hispanic life. Then challenge them to write the first paragraph of a short story based on the news item.

**STANDARDS/SKILLS:** Identifying the ways communities reflect the cultural backgrounds of their inhabitants: understanding the diversity and shared ideals of American society.

2. Family Connections, Family Stories

Family connections and traditions are tremendously important in the Hispanic community. They also are a great source for storytelling. As a class, talk about the stories that get told again and again in students’ families. Then challenge them to be newspaper writers assigned to cover the traditions of their families. Have them go home and interview family members about favorite family traditions and stories—and why they like them. Then have students write a newspaper feature story that tells how those stories strengthen connections between family members—or with the family’s history.

**STANDARDS/SKILLS:** Constructing meaningful understanding of our diverse cultural heritage.

3. Journalists as Storytellers *

Journalists for newspapers and other media tell stories every day. Laura Restrepo tells stories about politics in her native Colombia. Mirta Ojita has written about experiences of Cubans in both the United States and her homeland. In the newspaper, news stories report on events and explain their importance. Feature stories inform but also give details that tell readers what people or places are like. Have students find a news story and a feature story in the newspaper. With the “Journalists as Storytellers” activity sheet, direct them to list the facts or details the writer used that help a reader of the story understand the subject the most. Ask them to explain their choices to the class.

**STANDARDS/SKILLS:** Expressing responses and making connections between written, oral, visual and electronic texts and students’ personal lives; recognizing that authors make choices as they write to convey meaning.

4. Cartoonists as Storytellers *

Cartoonists tell stories with art and dialog. The images they draw engage readers, and the conversations cartoon characters have inform or comment on life. Have students find a comic strip in today’s newspaper that they find interesting or funny. Then have them find an issue in the newspaper important to their neighborhood, their school or the Hispanic community in the region. Challenge them to use the “Cartoonists as Storytellers” activity sheet to draw a four-panel comic strip dealing with the issue they have selected in the style of the comic strip they chose.

**STANDARDS/SKILLS:** Representing creatively; identifying and using aspects of the craft of the speaker, writer and illustrator to express ideas artistically.
Journalists for newspapers and other media tell all kinds of stories. Laura Restrepo tells stories about politics in her native Colombia. Mirta Ojita has written about the experiences of Cubans in both the United States and her homeland. In the newspaper, news stories by journalists report on events and explain their importance. Feature stories inform but also give details that tell readers what people or places are like. Find a news story and a feature story in the newspaper. In the columns below, list the facts or details each writer used that help you understand the story the most. Explain your lists and choices to the class.

<table>
<thead>
<tr>
<th>News Story</th>
<th>Feature Story</th>
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<td>1.</td>
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<td>10.</td>
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**LOS PERIODISTAS COMO NARRADORES DE HISTORIAS**

Los periodistas que trabajan en diarios y otros medios informativos cuentan toda clase de historias. Laura Restrepo escribe historias sobre la política en Colombia, su país natal. Mirta Ojita ha escrito sobre las experiencias de cubanos, tanto en los Estados Unidos como en su propia patria. En los reportajes noticiosos que escriben los periodistas para los diarios se informa sobre acontecimientos y se explica su importancia. En los artículos de fondo se brinda información y además detalles para que el lector sepa cómo es el lugar y su gente. Busca una noticia en el diario y un artículo de fondo. En las columnas que aparecen abajo, haz una lista de los datos o detalles que usó cada autor y que te ayudaron más a entender la noticia y el artículo. Explica tu lista y tus selecciones a la clase.

<table>
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<tr>
<th>Noticia</th>
<th>Artículo de fondo</th>
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<td>1.</td>
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<td>10.</td>
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</tbody>
</table>
Cartoonists tell stories with art and with the dialog between characters. Find a comic strip in today’s newspapers you find interesting or funny. Then find an issue in the newspaper important to your neighborhood, your school or the Hispanic community in the region. In the squares below, draw a four-panel comic strip dealing with the issue you have selected in the style of the comic strip you chose.
LOS DIBUJANTES COMO NARRADORES DE CUENTOS

Los dibujantes narran cuentos con sus dibujos y mediante el diálogo entre los personajes. Busca una tira cómica en los diarios de hoy que te parezca interesante o graciosa. Luego busca un tema en el diario que sea importante para tu vecindario, tu escuela o para la comunidad hispana de la región. En los cuadrados abajo, dibuja una tira cómica de 4 paneles que trate sobre el tema que has seleccionado, siguiendo el mismo estilo de la tira cómica que has elegido.
‘DON QUIXOTE’ TURNS 400

Miguel de Cervantes’ literary masterpiece “Don Quixote” tells the tale of an idealistic man who dreams he is a great hero saving the world. At once hilarious and tragic, the story is still alive and fresh after four centuries as part of Hispanic culture and world literature. It has also been celebrated in song, performance and art. Help your students explore some of the aspects of this classic and its impact on culture and literature by having them complete these newspaper-based activities.

1. **2005 vs. 1605**

   History is always on the move. As a result, new events always give people new ways to look at things. Have students explore the present and the past by comparing the world of today to the world of Cervantes with the worksheet “1605 vs. 2005.”

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

2. **Dreaming of a Better World**

   In the famous story of Don Quixote, the title character believes he is a knight-errant whose duty is to protect and serve others. Have students look through today’s newspaper and read about issues making news. Then ask each of them to pick a challenge society faces today. Ask them to write a creative story modeled on a news article, in which a person or group solves the problem peacefully.

   **STANDARDS/SKILLS:** Writing fluently for multiple purposes to produce compositions, such as personal narratives, persuasive essays or poetry.

3. **Tilting at Windmills**

   One of the most famous Don Quixote stories is the tale of how he attempts to joust with a windmill, believing it to be his mortal enemy. Four hundred years later, the story lives on in the saying “tilting at windmills.” Tilting is another word for jousting, and someone tilting at windmills is believed to be engaging in a foolish or over-hopeful endeavor. Literary and even pop culture allusions add color and meaning to language. Have students discuss metaphors and skim the newspaper for stories that interest them. Then have them create a memorable saying based on something in a story.

   **STANDARDS/SKILLS:** Employing idioms, analogies, metaphors and similes to infer the literal and figurative meaning of phrases; using figurative language to assist audience comprehension.

4. **A Quixotic Quest**

   In the epic tale by Cervantes, Don Quixote goes on a quest. This is a common theme for stories about heroes, from The Odyssey to The Lord of the Rings. Have students explore the idea of the “quest” and make a list of journeys they have read about or seen in the movies. Discuss what makes a hero a hero and what makes a quest a quest. Ask students to read an article in this week’s newspaper about a person or group who have traveled far from home. Discuss why they traveled. Could their journey be called a quest? Why or why not?

   **STANDARDS/SKILLS:** Exploring and reflecting on universal themes and substantive issues from oral, visual and written texts.

5. **Knight**

   Don Quixote was a hero in his own mind, but not really a knight. But knights really did exist. Today, in Britain, Spain and other countries, knighthood is used to honor people for exceptional public service. Non-British citizens like Rudy Giuliani, Steven Spielberg, Bill Gates and Live 8 organizer Bob Geldof have received honorary knighthoods. Women may also be knights — though they are called dames in Britain. In the United States, the highest civilian award is the Presidential Medal of Freedom. Have students explore great accomplishments by reading about a person receiving an award or honor in this week’s newspapers. Then have them complete the “Knight” worksheet.

   **STANDARDS/SKILLS:** Acquiring and analyzing information about ideas and institutions using various media; identifying and explaining how individuals in history demonstrated good character and personal virtue.
2005 VS. 1605

Miguel de Cervantes’ literary masterpiece “Don Quixote” tells the tale of an idealistic man who dreams he is a hero saving the world. “Don Quixote” was published 400 years ago but the issues raised in the story are still fresh and alive today. Use the newspaper to complete the categories below for the year 2005. Then use other resources or the Internet to complete the same categories for the year 1605, when Don Quixote was first published. Discuss your findings as a class.

<table>
<thead>
<tr>
<th>2005</th>
<th>1605</th>
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<tbody>
<tr>
<td>World leaders</td>
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<tr>
<td>Ways to travel</td>
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<tr>
<td>Ways to communicate</td>
<td></td>
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<td>Powerful countries</td>
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<tr>
<td>Name of people who lived in your town</td>
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<tr>
<td>Big news event</td>
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</table>

COMPARE THE BIG NEWS OF BOTH TIMES.

What is different? _____________________________________________________________
___________________________________________________________________________

What has remained the same? _________________________________________________
___________________________________________________________________________
La obra maestra de Miguel de Cervantes, “Don Quijote,” cuenta la historia de un idealista que sueña que es un héroe y que salva al mundo. “Don Quijote” se publicó hace 400 años, pero los temas que contiene esta historia siguen frescos y vivos hoy en día. Usa el diario para contestar las categorías que aparecen abajo para el año 2005. Entonces, busca en otras fuentes de información o en el Internet para contestar las mismas categorías correspondientes al año 1605, cuando se publicó Don Quijote por primera vez. Discute lo que hayas averiguado con tu clase.

<table>
<thead>
<tr>
<th>2005</th>
<th>1605</th>
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<tbody>
<tr>
<td><strong>Líderes mundiales</strong></td>
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<td><strong>Formas de viajar</strong></td>
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<td><strong>Medios de comunicación</strong></td>
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<td><strong>Países poderosos</strong></td>
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<td><strong>Nombres de personas que viven en tu pueblo o ciudad</strong></td>
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<td><strong>Gran noticia</strong></td>
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**COMPARA LAS NOTICIAS IMPORTANTES EN AMBOS AÑOS.**

¿Cuál es la diferencia? __________________________________________________________

__________________________________________________________________________________

¿Qué sigue siendo igual? __________________________________________________________

__________________________________________________________________________________

THE NEWSPAPER IS A VALUABLE SOURCE OF INFORMATION
Don Quixote was a hero in his own mind, but not really a knight. But knights really did exist. Today, in Britain, Spain and other European nations, knighthood is used to honor people for exceptional public service. In the United States, the highest civilian award is the Presidential Medal of Freedom.

Read about a person receiving an important award or honor in this week’s newspapers and answer the following questions based on what you read.

1. Who is being honored? ________________________________________

2. What is the award or honor? ________________________________

3. How has the newsmaker earned the honor? __________________
   __________________________________________________________________
   __________________________________________________________________

4. Who else has received the honor? ____________________________
   __________________________________________________________________
   __________________________________________________________________
   __________________________________________________________________

Think of another person who might be qualified to receive the honor. List the reasons he or she would make a good honoree.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
UN CABALLERO

Don Quijote se veía a sí mismo como un héroe, pero en realidad no era caballero. Pero los caballeros sí existieron de verdad. Hoy en día, en la Gran Bretaña, en España y en otras naciones europeas se usa la investidura de caballero para honrar a personas que han prestado excepcionales servicios públicos. En los Estados Unidos la distinción más alta que se concede a civiles es la Medalla Presidencial de la Libertad.

Lee en los diarios de esta semana acerca de una persona que haya recibido una distinción o premio importantes, y contesta las siguientes preguntas con base en lo que has leído.

¿Quién ha recibido una distinción o premio? ____________________________________________

¿Cuál es la distinción o premio? ______________________________________________________

¿Qué hizo la persona para recibir la distinción o premio? ________________________________________________________________

¿Quiénes son las otras personas que han recibido la misma distinción o premio? ________________________________________________________________

Piensa en alguna otra persona que podría tener las calificaciones para recibir esta distinción o premio. Enumera las razones por las que esa persona merecería el premio o distinción. ________________________________________________________________

THE NEWSPAPER IS A VALUABLE SOURCE OF INFORMATION
THE IMMIGRANT EXPERIENCE

The United States is a nation of immigrants. Except for Native Americans, every family originally came to this country from somewhere else. The experience of immigrants once they get here has inspired writers of all generations and ethnic groups. Now the growth of the U.S. Hispanic population is inspiring Hispanic and other writers to explore the immigrant experience with fresh eyes.

1. New Americans

Oscar Hijuelos was born in New York City, not Cuba, but his novels vividly capture the experience of immigrant families. In 2000 he won a Hispanic Heritage Award for using his writing “to explore the complex experience of Hispanic immigrants in America.” As a class, talk about what an immigrant family would feel coming to a new place. Challenge students to use the newspaper to make a list of things an immigrant family would need on arrival in America, and what they might cost. Have them use the information they have gathered to write a short essay on the challenges faced by such new Americans.

STANDARDS/SKILLS: Understanding the diversity and shared ideals of American society; explaining how individuals demonstrate good character and personal virtue; understanding economic needs and wants.

2. Traveling Between Lands *

Author Judith Ortiz Cofer grew up in two worlds. Her family lived in urban Paterson, New Jersey, six months of the year, and when her father’s Navy unit went to sea, her mother moved the family to her home village in Puerto Rico. Contrasts between places make interesting stories for writers. Have students find stories about a Hispanic country and another country in today’s newspaper. Or let them pick any two countries that interest them. With the “Traveling Between Lands” activity sheet, have them list differences between the two countries. Have them summarize their findings in a paragraph or oral presentation.

STANDARDS/SKILLS: Expressing responses and making connections between oral, visual, written and electronic texts and students’ own lives.

3. Power in Numbers

The growth of the Hispanic population will lead to greater influence in politics and government when the children of Hispanic families grow up. The effect will be dramatically felt in elections eight and 12 years from now, according to a new study based on Census statistics by the Pew Hispanic Center. Divide students into teams or pairs and have them follow political news in the newspaper for a week or a month. Then ask them to write a paragraph predicting what issues might get more or less attention if more Hispanics were in politics.

STANDARDS/SKILLS: Using traditional and electronic means to gather and organize social science information; constructing meaningful understanding of our diverse cultural heritage.

4. Viva la Diferencia

People are the same in many ways. Yet people also have their differences. The uniqueness of a person is often what makes him or her stand out. Ask students to search the newspaper for a Hispanic newsmaker who is a standout in his or her field. Have them write a paragraph or essay about what makes the person stand out and how that uniqueness makes a contribution to the community or nation.

STANDARDS/SKILLS: Responding to visual, written or electronic texts to construct meaning; explaining how individuals demonstrate good character and personal virtue.

5. Hispanic Contributions

The mix of ethnic groups and heritages in the United States makes American culture rich and diverse. Ask students to search the ads, stories, photos and listings in the newspaper for examples of Hispanic influence. Challenge them to be alert to examples in all fields, from food to fashions to sports to business. Finish by having them design a poster or newspaper ad showcasing the ways the Hispanic Americans have contributed to the richness and diversity of the community.

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

Author Judith Ortiz Cofer grew up in two worlds. Her family lived in urban Paterson, New Jersey, six months of the year, and when her father’s Navy unit went to sea, her mother moved the family to her home village in Puerto Rico. Contrasts between places make interesting stories for writers. Find stories about a Hispanic country and another country in today’s newspaper. Or pick any two countries that interest you. In the spaces below list differences between the two countries. Finish by summarizing your findings in a short paragraph or oral presentation.

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<th>First Country</th>
<th>Second Country</th>
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La autora Judith Ortiz Cofer creció en dos mundos. Su familia vivía en la ciudad de Paterson, Nueva Jersey, durante seis meses del año, pero cuando su padre, miembro de la Marina de los Estados Unidos, tenía que pasar algún tiempo navegando su madre mudaba a la familia a su pueblo natal en Puerto Rico. Los contrastes entre lugares diferentes sirven para que los escritores cuenten historias interesantes. En el diario de hoy, busca relatos sobre un país hispano y sobre otro país. O, si prefieres, elige dos países que te interesen. En el espacio abajo, haz una lista de las diferencias entre los dos países. Termina este ejercicio haciendo un resumen de lo que hayas encontrado, bien en un párrafo corto o en una presentación oral.

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<th>Primer país</th>
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RATE THE PROGRAM
The “Hispanic Literature & Storytelling” supplement 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 this “Hispanic Literature & Storytelling” 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 culture as a result of this program?

(  ) yes (  ) no

3. The “Hispanic Literature & Storytelling” 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 this “Hispanic Literature & Storytelling” program meet your overall expectations? 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 the 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:

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e-mail:

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Thank you for helping us improve our educational services.