HISPANIC HISTORY
FROM EL CAMINO REAL
TO THE INFORMATION HIGHWAY

"LA HISTORIA HISPANA: DEL CAMINO REAL AL CAMINO INFORMACIÓN"
Dear Teachers and Parents:

This Newspaper in Education supplement is designed to expose your students to the Hispanic culture and help them explore diversity, geography and the Spanish language.

To make this NIE experience as successful and enjoyable as possible consider these suggestions:

1. Arrange to have newspapers available in the classroom or home each day.
2. Be sure you have introduced your students to using the newspaper. Give students free reading time with the entire newspaper before beginning any activities.
3. Before introducing this supplement, read it through. A few of the activities are ongoing and may require advanced preparation.
4. Give the students plenty of space when they are using the newspaper. They can sit at tables or on the floor.
5. All of the activities in this section are optional. Feel free to change them to suit the personality of your class or add your own.
6. Have fun! Allow students to investigate on their own. Encourage newspaper exploration.

A very special thanks to Vicky Partridge.

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Hispanic is a term created by the United States government in the early 1970s to provide a common denominator to a large, diverse population with a connection to the Spanish language or culture of a Spanish-speaking population. The term Latino is rapidly gaining acceptance among Hispanics and reflects those from Latin America.

The past 30 years, the Hispanic population has exhibited a huge growth in the United States. Thirteen percent of the U.S. population, including 3.9 million in the Commonwealth of Puerto Rico, are Hispanic, bringing the total number to 39,000,000 people who self-identify as Hispanic in this country. Seventy percent of Hispanics are found in Texas, California, New York and Florida.

The largest Hispanic populations are in Mexico (63.3%), South America and Central America (14.4%) and Cuba (4.2%). Ninety percent of Spanish speakers are Roman Catholic. The church plays a vital role in Hispanic heritage.

Use the map on this page:

Color Mexico red, South America blue, Central America purple and Cuba green. Create a color key to show the percentages each color represents.

Watch your newspaper for stories from Hispanic regions. Cut them out and color code each article to reflect the codes above. Save articles in a file for future research and reference.
Spanish explorers laid the foundation for Hispanic heritage in the United States, Central America and South America. Vasco Nuñez de Balboa (top left) led an expedition across Panama in search of gold. Instead, he discovered the Pacific Ocean, claiming all the land that touched it for Spain.

Hernando Cortez (middle left) went to Cuba to find his fortune. He made his way into Mexico City in 1519 and was received by Montezuma, the Aztec Emperor. Cortez captured Montezuma and sent the gold and silver from the Mexican mines back to Spain.

Francisco Coronado led his men through Mexico (now Arizona, New Mexico, and Texas) to find the Seven Golden Cities of Cibola. He was unsuccessful, but discovered the Grand Canyon.

Ponce de Leon (bottom left), searching for the “Fountain of Youth,” found his way into Florida in 1513 without discovering the secret of eternal youth. In 1539, Hernando de Soto also led a group of men into Florida.

These Spanish explorers were the forefathers of the Hispanic culture.

There are many foods that have become favorites in the United States. Have you ever eaten a taco, burrito or fajita? Restaurants make it easy to sample our favorite Hispanic foods. With a parent’s or teacher’s permission go online and research Hispanic foods to find their origins. Write a report on your findings. Share your report with the class or your family.

Look through your newspaper for grocery ads. Cut out the ingredients you might need to make your favorite Hispanic meal. Tape or glue these ingredients on a chart and explain how you would use each ingredient.

Masa is a dough made from dried ground corn to make tortillas. You may have to check around to find Quaker Masa Harina de Maíz. Quaker Masa Harina de Maíz is a prepared mix used to make corn tortillas.

Make Your Own Tortillas!

Nothing is yummier than tortillas hot off the griddle!!

You will need:
2 cups of Quaker Masa Harina de Maíz
1 1/3 cups water
Waxed paper
Griddle or fry pan
Rolling pin

First, preheat the pan over medium heat on the stove or medium heat on your griddle. Meanwhile, mix the water and flour together very well in a mixing bowl.

Next, divide the dough into 10 even pieces and roll into balls. Roll out each ball with a rolling pin. Be sure to use wax paper on both sides of the dough ball to prevent sticking. After that, cook each tortilla for about 30 seconds or until heated through. Flip and do the same on the other side. Dab some butter or margarine on the tortilla for a taste treat!

Caution: Have adult supervision when cooking with a hot griddle or frying pan.

- On a map, trace the routes of the Spanish explorers into the New World. Identify and label cities, as we know them today.
- Compare the differences and similarities of the different Hispanic countries by clicking on each country’s flag at http://www.fact-monster.com/spot/hhmflags1.html
- Look through your daily newspaper for datelines that are from Hispanic countries. Find the countries on the map. The dateline is located at the beginning of the article.
Cinco de Mayo (Fifth of May) is a Mexican holiday that celebrates Mexican culture and patriotism. It is in remembrance of the Battle of Puebla that was fought on May 5, 1862.

The Mexican Army, along with citizens fighting with farm tools, defeated the French Army (which was nearly three times their size). It is said that the French had difficulty adjusting to the hot, humid climate and the mosquitoes.

Today, Cinco de Mayo is equated with Mexican Independence. Mexican-Americans celebrate with parades, mariachi music, folk dancing and other festive activities.

Independence Days

The following are some Hispanic countries and the dates they declared independence from foreign rule. Look up in your newspaper on each month and day's edition that coincides with the holiday for that country. Write the facts and details about each. Make a class book on the topic.

<table>
<thead>
<tr>
<th>Country</th>
<th>Date</th>
<th>Independence Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mexico</td>
<td>September 16, 1810</td>
<td>Independence Day</td>
</tr>
<tr>
<td>Chile</td>
<td>September 18, 1810</td>
<td></td>
</tr>
<tr>
<td>El Salvador</td>
<td>September 15, 1821</td>
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<tr>
<td>Nicaragua</td>
<td>September 15, 1821</td>
<td></td>
</tr>
<tr>
<td>Spain</td>
<td>October 12, 1492</td>
<td>National Day</td>
</tr>
</tbody>
</table>

Papel Picado (pah-PELL pee-CAH-thoh) Banners

During festive occasions papel picado banners are used to brighten the day. They are made from snipping tissue paper into various designs. To make a papel picado banner:

1. Cut a rectangle from tissue paper. Fold down a one-inch hanging flap along the length of the tissue, and then fold the paper crosswise so the flap is on the outside. Fold the paper in half two more times up to the flap.

2. Snip the designs along the folded edge with scissors. Unfold the paper once and snip again. Carefully unfold the paper leaving the flap down.

3. Get a string and hang it as you would a clothesline. Drape your papel picado banners across the room making a colorful array of paper. Glue the flap side together to secure to the string.

Alternate Method Fold down a one-inch hanging flap then simply fold the sheet in half once and cut out an image to create a mirrored effect.

Possible Edge Treatments:
- Scallop
- Notched
- Zig-zag
- Or make your own!!!!

View the back page of this section for some examples of Papel Picado Banners you can make.

NOTE TO CLIENTS: IF YOU CHOOSE NOT TO USE THE SUPPLIED BACK COVER, PLEASE DELETE THE ABOVE LINE.
This holiday is a mix of Roman Catholicism and pre-Hispanic rituals honoring departed souls of loved ones. The symbol of this day is La Muerte (Death) or also as she is known, La Pelona, Fancy Lady or Bony. November 1, All Saints Day, is for deceased infants and children often referred to as angelitos (little angels).

There are celebrations in homes with altars complete with candles, papel picado, paper flowers, baked goods where the dough has been designed as bones, edible skulls and coffins. Favorite foods of the honored are placed at the shrine with the belief that the soul will return there. Incense and candles are plentiful to guide the departed to find their way back.

November 2 is All Souls Day, a day that honors adults who have died. There are many graveside ceremonies that have a joyful atmosphere, rather than a sorrowful one. Decorations at the grave hope to entice the person who died. It is not unusual to have mariachi bands, picnics, firework displays and vendors at the cemetery to rejoice in the memory of deceased family and friends.

In general, in the United States, death is a subject that is often avoided. There are cultures that celebrate the souls of loved ones who have died. Dia de los Muertos is an example of how death is viewed within various cultures.

This is a complicated design and will require the use of a craft knife to make the cuts. Make sure you have adult supervision while completing this project.
The quinceañera celebrates the 15th birthday of Hispanic girls. It recognizes innocence and emergence into womanhood. Along with her debut to society, the honoree also announces her commitment to God, family and community. This rite of passage has strong ties to the Catholic religion and the young lady attends classes for a year in the church before the party. Quinceañera is derived from the Spanish words “quince” meaning 15 and “años” meaning years. This commemoration has become quite extravagant and is rival to a wedding ceremony. It requires a year to prepare for and to save for the costly “must-have” items.

Preparation begins when the honoree’s parents start to make plans. They choose the padrinos and madrinas (attendants who help with expenses and details of the quinceañera), arrange for Mass, order invitations, prepare the menu and decorations, book a band or disc jockey, and make or buy their daughter’s dress. The honoree chooses 14 friends (damas) making 15 for the quinceañera party. Some of the traditional offerings the young lady receives are pricey to her parents, but boost the businesses that provide them. They include: The quinceañera dress that is a formal representation of femininity. The last doll, wearing a similar quinceañera dress, symbolizes a farewell to childhood. A gold medallion is an expression of faith and places the girl under the protection of the saint on the medal. A quinceañera ring states the tie to God and the community. The tiara signifies leading a moral life with responsibility.

Also, the girl usually receives a Bible, prayer book, rosary, a lacy satin pillow used to kneel on during the church service, white gloves, a watch, bracelet, a pair of earrings, a commemorative floral bouquet and a decorative champagne glass.

This tradition begins with Mass where the church is adorned with decorations for the occasion. After that, the reception begins and is held in a church parlor, rented hall, country club, or someone’s home. After everyone has been served, the presentation begins. First, the procession of the damas and their escorts (chambelanes), followed by the honoree’s parents. The damas and the padrinos form two lines at which time the honoree is introduced. The young lady then dances a waltz with her escort and next with her father. The damas and their chambelanes dance to a waltz that may have taken up to a month to rehearse. Everyone then joins in and enjoys the festive occasion!

The popularity of the quinceañera is due in part to the resurgence of religious and cultural values. The Catholic Church is promoting a way to strengthen family and community ties and distract young people from gangs and negative influence. It is a celebration of a young girl’s coming out in society and the promise of being the best person she can be.

Answer the following:

1. What is the significance of the quinceañera celebration?
2. What do the fourteen damas represent?
3. What purpose do the padrinos and madrinas serve?
4. What is your opinion of the tradition of formally introducing a young woman into society at a certain age? Do you feel that it is an outmoded ritual or serves a useful function to society?
5. Name some formal traditional celebrations in other cultures and religions that introduce a young person to society.
6. Search the web for sites that show how the quinceañera has become big business.
Lynda Carter of “Wonder Woman” fame is Hispanic. She was born in Arizona.

Hispanic actress-singer Jennifer Lopez was born in the Bronx, New York in 1970.

Cameron Diaz, born in California, is a model and actress. Her movies include “There’s Something About Mary,” “My Best Friend’s Wedding,” along with “Shrek” and “Shrek 2,” as the voice of Fiona.

Desi Arnaz was a Cuban-born musician who became an actor in and a producer of the “I Love Lucy” series based on his marriage to Lucille Ball.

Ellen Ochoa, born in California, was the first Hispanic female astronaut. She went on her first mission in space in July 1991. She has logged well over 900 hours in space travel.

Born in Ohio, Martin Sheen (Ramon Estevez) was one of ten children of a poor Spanish immigrant father and an Irish mother. He got his start on Broadway where he won a Tony Award for “The Subject was Roses.” He has several movies to his credit and plays the United States president in “The West Wing” TV series.

In May of 2005, Antonio Villaraigosa was elected mayor of Los Angeles, the first Latino mayor since the city’s pioneer days. His landslide win represented a crowning symbol of Latinos growing clout in California. L.A.’s last Latino mayor, Cristobal Aguilar, left office in 1872, when the now sprawling metropolis was a frontier outpost of barely 6,000 people.
Novello Novello from Puerto Rico is a physician and a former U.
General. As a child, Novello suffered from a chronic colon con-
cased her much pain. When the disease was corrected at age
so inspired by the experience that she became a doctor. She
ored the dangers of smoking, expanded AIDS education, and
better health care for women, minorities and children.

efan (Gloria Fajardo) Cuban-American singer, founder of the
Machine, was perhaps the most successful in crossing
American music to American pop. She, along with her group,
ny Grammy Awards. She overcame adversity when she sur-
accident, recovering from a broken back.

ek, a Mexican actress, garnered an Oscar nomination for
Frida Kahlo in the movie “Frida.”

nter Pablo Picasso (1881-1973) is generally considered the
ist of the 20th century and certainly one of the most prolific.
more than 20,000 works in his lifetime.

Aguilera, born in New York, knew from a very young age that
t to be a singer. She got her first “break” with the New Mickey
as had Justin Timberlake and Britney Spears. Because of her
ocal range she had a contract with RCA records at the age of
on Best New Artist at the 1999 Grammy Awards.
Being a citizen of the United States is a privilege that most of us enjoy. Many Hispanics (along with other immigrants) work to obtain their U.S. citizenship. This process is known as naturalization. Becoming a citizen requires diligence and study. Here are general requirements for becoming a United States citizen:

1. An applicant who wants to come to the United States must be petitioned by a relative who is a U.S. citizen or a permanent resident.

2. An applicant must get a resident card, a two-year conditional card or a 10-year card depending on circumstances. Each must be renewed.

3. If an applicant wants to apply for United States citizenship, the applicant must be 18 years of age and reside in the U.S. for five years (three years if married to a U.S. citizen).

4. The applicant must reside in the U.S. continuously and cannot be absent for longer than a six-month period.

5. Must be a person of good moral character.

6. Must have knowledge of civics and English.

7. Take a written examination.

8. Take an oath of allegiance in federal court.

Here are some sample questions from the citizenship examination.

1. How many amendments are there to the Constitution?

2. What is the supreme law of the United States?

3. Who becomes president if the president and the vice president were to die?

Test your knowledge of the government!
- Go to www.USCIS.gov
- Click on Naturalization

Look through your newspaper and find examples of people in need of citizenship or who are immigrants to our country. Why are there stories about these individuals? Discuss these stories with your family or class.
March 31, 2005 marked the 10th anniversary of the death of singing phenomenon Selina Quintanilla. Yolanda Saldavar, an employee who ran the Selina Fan Club, shot and killed Selina at the Days Inn in Corpus Christi, Texas after being confronted by Selina about missing money and important papers.

Selina Quintanilla was born in Lake Jackson, Texas to a very musical and close-knit family. Her father Abraham sang in the group Los Dinos in the 1950s and '60s. Mr. Quintanilla taught his three children to play musical instruments at a very early age. He recreated his band naming it Selena y Los Dinos by the time she was eight.

The band played in the family-owned restaurant, Papagayo, until it went bankrupt in the '80s at which time the family moved to Corpus Christi. The band gained popularity, especially the talented Selina who was polishing her vocal style and defining her fashion statement with formfitting outfits. Selina made her radio debut in 1983. A year later she and Los Dinos made their first album, "Mis Primeras Grabaciones," which was in Spanish. Selina had to sing the songs phonetically and did not become fluent in Spanish until much later. She married Chris Perez, the band’s guitarist, in 1992.

After continued success, Selina performed to a sellout crowd at The Houston Livestock Show and Rodeo on February 26, 1995. At that successful performance, she introduced her first, and last, English album "Dreaming of You."

Selina broke many barriers in Latin music. In a male dominated industry, she became very popular with her style and vocal range. She made several successful albums. "Selena The Original Motion Picture Soundtrack" was the collection of songs from the film that made Jennifer Lopez a star when she portrayed Selena.

The legacy of Selina will live in her music.

Read the daily newspaper and find more singers and other famous people who represent the Hispanic culture today. What are their occupations? Choose two or more fields that interest you and look them up online. Write a brief summary of what you find, paying particular attention to the working conditions, the jobs’ outlooks and the education or training required.
HISPANIC HERO: CESAR CHAVEZ
1927-1993
When he was a young student, Cesar Chavez broke the “English-speaking-only” rule at school. His teacher hung a sign around his neck that read, “I am a clown. I speak Spanish.”

The first 10 years of his life were happy ones on his family’s 80-acre ranch in Arizona, but the drought in 1937 forced the family to sell. Life changed drastically for the shy boy. His family (along with many others) had to move to the green valleys of California to find work as migrant field workers, picking seasonal crops on farms. Their living conditions changed from the Arizona adobe house to a dilapidated shed. They had to share water and toilets outdoors with several other families.

Picking crops was painful and insecticides created respiratory problems. This backbreaking work earned as little as thirty cents a day. In fact, many of the California landowners treated migrant workers badly, providing no clean drinking water and no rest breaks. None of the farm workers dared complain about these terrible working conditions because they would be fired or beaten up.

In spite of these hardships Cesar Chavez endured. As he grew into early adulthood, he organized meetings to solve problems faced by migrant workers and their families. This led to “La Causa” (The Cause) for which the National Farm Workers Union would fight for justice with nonviolence and truth. It came time to resist the landowners in the vineyards of the San Joaquin Valley when, in 1965, workers’ salaries were cut even more. Chavez ordered a strike and farm workers walked off the fields leaving the grapes to rot on the vines. The owners countered with violent measures. Chavez responded with an organized, peaceful, protest march from Delano to Sacramento, California. During this walk for better working conditions, Chavez and his group overcame police force with nonviolence and persevered until they reached Sacramento on Easter Sunday.

In 1966, his organization merged with the Agricultural Workers Organizing Committee of the AFL-CIO to form the United Farm Workers Organizing Committee of the AFL-CIO. As a result, contracts were signed that agreed to higher pay, health insurance and safeguards against hazards in the fields. Chavez became a national hero having brought reform to the plight of migrant agricultural workers.

Use your newspaper to make note of other Hispanic individuals who are making news today. Choose one individual and research online why this person is newsworthy.

For more information about the life of Cesar Chavez, visit http://www.factmonster.com/spot/cesarchavezbio.html. Write a paragraph telling why, later in his life, some people considered Chavez controversial.
Learn these commonly used Spanish words and phrases
Here are some frequently used Spanish words and phrases. Try them with your friends!

Hello: Hola (OH-la)
How are you?: ¿Cómo estás? (COH-moh eh-STAHS)
Good morning: Buenos días (BWAY-nohs DEE-ahs)
Good afternoon: Buenas tardes (BWAY-nAhs TAR-dehs)
Good night: Buenas noches (BWAY-nAhs NOH-chehs)
Bye!: Adiós! (ah-dee-ohs)
See you later!: Hasta luego (AHS-tah loo-EH-goh)

Do you speak...?: ¿Hablas...? (AH-Blahs)...
Do you speak Spanish?: ¿Hablas español? (es-pahn-YOH-L)
Do you speak English?: ¿Hablas inglés? (ing-LACE)
Do you speak French?: ¿Hablas francés? (fran-SEHS)
My name is: Me llamo... (may YAH-moh)
What is your name?: ¿Cómo te llamas? (COH-moh tay YAH-mahs)
Let's go!: Vámonos (BAH-moh-nohs)

Yes: Sí (see)
No: No (noh)
Please: Por favor (por fah-VOHR)
Thank you: Gracias (GRAH-see-ahs)
Friend: Amigo (male)  (ah-mee-goh)
Amiga (female) (ah-mee-gah)
Good: Bueno (BWAY-noh)
Very good: Muy bueno (mooey BWAY-noh)

I have...: Tengo... (TANG-goh)
I have a home: Tengo una casa (OO-nah CAH-sah)
I have a car: Tengo un coche (oon COH-cheh)
I have a dog: Tengo un perro (oon PAIR-roh)
I have a cat: Tengo un gato (oon GAH-toh)
I have a goldfish: Tengo una carpa dorada (OO-nah CAR-pah dheh OR-oh)
I am: Yo soy (YO soy)
You are: Tú eres (too AIR-ehs)
Are you...?: ¿Eres...? (AIR-LEASE)
Are you happy?: ¿Eres feliz? (fay-LEASE)
Are you sad?: ¿Estas triste? (TREESE-tay)
Are you funny?: ¿Eres chistoso? (male)
(chees-TOH-so)
Are you funny?: ¿Eres chistosa? (female)
(chees-TOH-sah)
Are you nice?: ¿Eres simpático? (male)
(sim-PAH-tee-coh)
Are you nice?: ¿Eres simpática? (female)
(sim-PAH-tee-cah)
I like: Me gusta (may GOOSE-tah)
Do you like...?: ¿Te gusta...? (tay GOOSE-tah)
Do you like to play?: ¿Te gusta jugar?
(who-GAHR)
Do you like to run?: ¿Te gusta correr?
(core-RARE)
Do you like to eat?: ¿Te gusta comer?
(coh-MARE)
Do you like to walk?: ¿Te gusta andar?
(ahn-DAHR)
Do you like to draw?: ¿Te gusta dibujar?
(dee-boo-HAHR)
Do you like to sing?: ¿Te gusta cantar?
(cahn-TAHR)

I love you: Te amo (tay AH-moh)
I love Mom: Te amo, mamá (mah-MAH)
I love Dad: Te amo, papá (pah-PAH)
I love brother: Te amo, hermano (air-MAH-noh)
I love sister: Te amo, hermana (air-MAH-nah)
I love grandmother: Te amo, abuela (ah-BWAY-lah)
I love grandfather: Te amo, abuelo (ah-BWAY-loh)

I'm hungry: Tengo hambre (TANG-goh AHM-bray)
I want: Yo quiero (yo key-AIR-oh)
Do you want...?: ¿Quieres...? (key-AIR-rehs)
Do you want milk?: ¿Quieres leche? (LAY-cheh)
Do you want juice?: ¿Quieres jugo? (WHO-goh)
Do you want bread?: ¿Quieres pan? (pahn)
Do you want beans?: ¿Quieres frijoles? (free-HOH-lace)
Do you want meat?: ¿Quieres carne? (CAR-nah)
Do you want cookies?: ¿Quieres galletas? (guy-YET-ahs)
Do you want ice cream?: ¿Quieres helado? (eh-LAH-thoh)
Do you want salsa?: ¿Quieres salsa? (SAHL-sah)
Do you want a tortilla?: ¿Quieres una tortilla? (tor-TEE-ah)

Have fun interchanging words to different phrases.
You are actually speaking Spanish!
Write a Spanish sentence here.

Find photos in your newspaper and see if you can inter-
change Spanish words to tell what you see in the photo.
Read your new sentence out loud.

See how English words have borrowed from Spanish.
Make the English to Spanish connection by visiting
http://www.factmonster.com/spot/spanishwords1.html

Label objects in your classroom with Spanish words. Go to
http://www.qualitylearning.net/programs/la30hr./Classroom
Labels.htm