



Heralding Our Heroes' Times

**Goals 2000 - Partnerships for
Educating Colorado Students**

**In Partnership with the Denver Public Schools
and the Metropolitan State College of Denver**

El Alma de la Raza Project



Heralding Our Heroes' Times

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Grades 9-10

Implementation Time
for Unit of Study: 4-5 weeks

Goals 2000 - Partnerships for
Educating Colorado Students
El Alma de la Raza Curriculum
and Teacher Training Project

Loyola A. Martinez, Project Director

El Alma de la Raza Series

Heralding Our Heroes' Times

Unit Concepts

- Identifying and understanding the concept and role of heroes in our society
- Identifying and researching various Latino heroes/role models at the local, national, and international levels
- Learning to organize information compiled through personal interviews and research into a concise and comprehensible newspaper story
- Producing a newspaper featuring chosen heroes

Standards Addressed by this Unit

Reading and Writing

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes and audiences. (RW2)

Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)

Students read to locate, select, evaluate, and make use of relevant information from a variety of media, reference, and technological sources. (RW5)

Students use appropriate technologies to extend comprehension and communication skills in reading, writing, speaking, listening, and viewing. (RW7)

History

Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (H1)

Students use appropriate technologies to obtain historical information; to study and/or model historical information and concepts; and to access, process, and communicate information related to the study of history. (H7)

Introduction

Although newspapers often focus on negative aspects of our society, they can also be a venue for learning about the positive contributions people make every day. Students can learn throughout every section of the paper about people who have made a difference in the world. News, sports, business, entertainment, arts, profiles, opinions, and even the obituaries can provide this information.

An effective way to motivate young people is to present them with a role model. Too often, mainstream media depicts society's heroes as white and male. For some students who are not white or male, this impedes their ability to identify these heroes as role models for them. The final product of this unit—producing a newspaper devoted to Latino heroes—will provide students with at least an initial list of people in their immediate community and beyond who they can call heroes, or role models.

Students could identify:

- historical figures, like Pancho Villa, Benito Juarez, or Octavio Paz in the obituary section;
- sports figures like Vinny Castillo and Gabriela Sabatini in the sports section
- literary figures like Sandra Cisneros, Isabel Allende, or Gabriel García Márquez in the arts section
- artists like Jose Clemente Orozco and Diego Rivera or local artists
- business leaders like Ed Romero, who founded the Denver Hispanic Chamber of Commerce
- local and national political figures like Federico Peña and James Meja
- local educators such as specific bilingual teachers
- important local issues and trends like bilingual education and the new interest in popular Latin dance

Students could write about Spanish-language music groups like Conjunto Colores or Alejandro Fernandez. Students should also be encouraged to interview people in their immediate worlds who they consider heroes. Possibilities depend largely on the focus of the class and the interest of the students.

There are many components involved in producing a newspaper. Students must be able to identify the various jobs involved in creating the paper. They need to identify the different sections presented in a newspaper as well as the type of article that goes with each section. Students will need to conduct interviews and later condense that information into an understandable article. Students will also need to work as a group, coordinating all aspects of the project from brainstorming for subjects to meeting deadlines and editing. By integrating a lesson on the Spanish language press in the United States into the unit, students will also develop an understanding of the history of Latinos and various Latino issues in this country. Each one of these areas can serve as an important learning experience for students.

Implementation Guidelines

It is recommended that this unit be taught in a ninth or tenth grade social studies or current events class. However, the unit could be adapted to accommodate most grade levels by changing article length and narrowing the focus of the articles. The lessons walk the teacher and student through the newspaper production process from brainstorming ideas for articles to laying out articles for final publication. Teachers are encouraged to act as editor-in-chief, helping students set deadlines and reviewing final copy. Teachers implementing this unit are encouraged to contact a local Latino journalist who might visit the class to talk to students about the profession and to offer guidance. As this is a group project, assessments will take place when students meet deadlines for articles and upon completion of the newspaper. Participation level will determine the bulk of the grade.

Instructional Materials and Resources

The following books and resources may be helpful in implementing this unit:

Hispanic Almanac: From Columbus to Corporate America by N. Kanellos

Speaking for Themselves: Neomexicano Cultural Identity and the Spanish-Language Press, 1880–1920 by Doris Meyer

Recovering the U.S. Hispanic Literary Heritage, edited by Ramon Gutierrez and Genaro Padilla

Copies of *La Voz*, *El Semanario* or other Latino newspapers

High School Journalism by Homer L. Hall

A Handbook of Student Journalism: A Guide for Staff and Advisers by Edmund Arnold

Lesson Summary

- Lesson 1 **What is a Hero?**
Group discussion about what heroes and role models are. Students write a one-page essay about what a hero is to them.
- Lesson 2 **Heroes in the News**
Students review and analyze various newspapers to identify the various sections and to identify potential heroes in the news.
- Lesson 3 **History of the Spanish Language Press in Colorado**
Study of the history of Spanish language press in the Colorado region dating to the late 1800s. A field trip to the “La Gente” exhibit at the Colorado History Museum is recommended.
- Lesson 4 **Editorial Staff Meeting**
Students meet as a class to determine the content, focus, and length of articles. In this session, students also determine deadlines for each article that will be written.
- Lesson 5 **Interviews**
Students practice conducting interviews by interviewing a classmate and writing a one-page story highlighting interesting aspects of the person’s life.
- Lesson 6 **Writing the Article**
Students research their heroes by filling out the What I Know, What I Want to Know worksheet. Students read examples of other newspaper profiles and condense their own interviews and research into an article.
- Lesson 7 **Production and Distribution of the Newspaper**
As a class, students enter their articles into newspaper format and distribute the final product to the school community. Depending on the school’s resources, students will produce their publication either by cutting and pasting or by inserting the articles into a computer program.

Lesson 1:What is a Hero?

What will students be learning?

STANDARD(S)

Students read and understand a variety of materials. (RW 1)

BENCHMARK(S)

Make connections between prior knowledge and what they have to know about a topic before reading about it.

OBJECTIVE(S)

Students will identify personal heroes or role models after reading several short biographies and brainstorming as a group activity.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Teacher-directed questioning

Shared reading (whole class)

Discussions

ACTIVITIES

After the teacher writes the word “hero” on the board, participate in a group discussion about what a hero is. Next, read biographical passages about Selena, Pancho Villa, and Rigoberta Menchu. (This list can be modified at teacher’s discretion.) Discuss which, if any, of the subjects have heroic qualities or could be considered a role model for anyone in the class. Brainstorm on the board a list of heroes or role models, including those from the Latino community. As homework, complete the What a Hero Is to Me worksheet and write a short (one-page) essay about “A Hero in My Life.”

VOCABULARY

hero Person who contributes positively to the world around her or him; person regarded as a model or ideal

biography Written account of a person’s life

RESOURCES/MATERIALS

reproduced copies of What a Hero Is to Me worksheet

Hispanic Almanac: From Columbus to Corporate America, edited by Nicolas Kanellos

ASSESSMENT

Group discussions and What a Hero Is to Me worksheet.

What a Hero Is to Me

Name _____

Directions:

In the space provided, write about what a hero is to you. Include personal qualities a person must have to be a hero. Do you think of heroes as historical figures or people that live today? In your opinion, is it important for people to have heroes? Why or why not? Is it important for children from diverse backgrounds to have heroes from their same background? Why or why not?

Lesson 2: Heroes in the News

What will students be learning?

STANDARD(S)

Students read and understand a variety of materials. (RW 1)

Students read to locate, select, evaluate, and make use of relevant information from a variety of media, reference, and technological sources. (RW 5)

BENCHMARK(S)

Use comprehension skills.

Understand the structure, organization, and use of various media, reference, technological sources as they select information for their reading, writing, and speaking purposes.

OBJECTIVE(S)

Students will analyze newspapers to be able to identify the different sections.

Students will evaluate newspapers as a resource for recognizing local, national, and international heroes or role models.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Cooperative readings

Evaluating

Discussions

ACTIVITIES

In small groups, choose a newspaper and make a list of all the sections in that paper. In the same groups, go through each section and write down the names of any people that could be considered heroic figures or role models. Fill in the Heroes in the News worksheet with your findings. As a class, discuss the backgrounds of the heroes you have identified and the qualities that make them heroes. Start discussing the sections that you want to include in your own newspaper.

RESOURCES/MATERIALS

copies of local and national newspapers for the class

reproduced copies of Heroes in the News worksheet

ASSESSMENT

Participation in group activities and discussions.

Heroes in the News

Name _____

Directions:

After reading through a newspaper, identify which people in each section could be identified as heroes. Be prepared to defend your opinion.

News (local, national, or international):

Business:

Sports:

Entertainment:

Editorials:

Arts:

Obituaries:

Lesson 3: History of Spanish Language Newspapers in Colorado

What will students be learning?

STANDARD(S)

Students understand the chronological organization of history and know how to organize major eras to identify and explain historical relationships. (H1)

BENCHMARK(S)

Students use chronology to organize historical events and people.

OBJECTIVE(S)

Students will make a timeline of Spanish language newspapers in the Southwest.

Students will demonstrate an understanding of the history of Spanish language newspapers in the U.S.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Timeline

Discussion

ACTIVITIES

Read about Spanish language newspapers in the Southwest in the chapter “A Socio-Historic Study of Hispanic Newspapers in the United States,” from *Recovering the U.S. Hispanic Literary Heritage*, pp. 107–109. Organize information from the book into a timeline detailing the various 19th-century newspapers. Discuss as a group how studying past newspapers can give us insight into the history of peoples and cultures. If possible, visit the “La Gente” exhibit at the Colorado History Museum. Tour the exhibit with a guide, and take notes on the various newspapers recognized from the readings. Search for possible heroes featured in the various newspapers.

RESOURCES/MATERIALS

Recovering the U.S. Hispanic Literary Heritage by R. Gutierrez and G. Padilla

ASSESSMENT

Completion of the timeline. Participation in group discussions.

Lesson 4: Editorial Staff Meeting

What will students be learning?

STANDARD(S)

Students write and speak for a variety of purposes and audiences. (RW2)

BENCHMARK(S)

Write and speak to peers, teachers, and the community.

OBJECTIVE(S)

Students will assign themselves articles, discuss the focus of each article, organize the results of their editorial meeting, and begin researching their subjects.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Student-directed

KWL

Discussions

PRELIMINARY LESSON PREPARATION

Teacher may want to invite a local journalist to either lead editorial sessions or talk to students about journalism and answer questions. *La Voz* and *El Semanario* are two local Latino newspapers.

ACTIVITIES

In an all-class meeting, make a list of articles each student proposes on the board. Be sure to include subjects that will fit under one of the sections of the newspaper. Transfer the brainstorming list on to the Article Assignment Flow Chart. Use this chart to monitor deadlines, and article progress. To begin research on subjects, fill out a What I Know, What I Want to Know worksheet on each subject.

RESOURCES/MATERIALS

poster board for final flow chart

Article Assignment Flow Chart

reproduced copies of What I Know, What I Want to Know worksheet

access to library and/or Internet

ASSESSMENT

Participation in editorial meeting. Completion of both worksheets. Choosing a subject.

What I Know/What I Want to Know

Name _____

Directions:

After choosing a subject for your article, fill in the worksheet with the information you already know about your subject and what you still need to find out.

WHAT I ALREADY KNOW

WHAT I WANT TO KNOW

Lesson 5: Interviews

What will students be learning?

STANDARD(S)

Students write and speak for a variety of purposes and audiences. (RW2)

BENCHMARK(S)

Plan, draft, revise, proofread, edit, and publish written communications.

OBJECTIVE(S)

Students will write interview questions and conduct interviews.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Independent practice

Outlining

PRELIMINARY LESSON PREPARATION

Teacher may want to review who, what, where, when, and why questions and emphasize that these will need to be answered in student articles. Discuss questions that don't prompt a "yes-no" response. Teacher also may want to demonstrate an interview session for students or invite guest journalist to demonstrate. Review rules for quotations.

ACTIVITIES

Review sample interviews from magazines and newspapers.

Choose another student in the class to interview. Write an outline of general questions to ask classmate. Conduct an interview using the outline for reference but be prepared to stray from the outline if unanticipated, interesting facts arise in the interview. Be flexible. As homework, write the introductory paragraph to the article.

RESOURCES/MATERIALS

copies of sample interviews from magazines or newspapers (*Newsweek*, *Mademoiselle*, *GQ*, and *Esquire* often have question and answer interviews)

ASSESSMENT

Participation in interview and successful completion of homework.

Lesson 6: Writing the Article

What will students be learning?

STANDARD(S)

Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)

BENCHMARK(S)

Recognize, understand, and use formal grammar in speaking and writing.

OBJECTIVE(S)

Students will write articles about their personal heroes using information compiled from interviews and independent research.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Outlining

Independent practice

Computer-assisted instruction

PRELIMINARY LESSON PREPARATION

Teacher may want to review other student newspapers online with the class to develop an understanding of what other student newspapers look like. Teacher may also want to review with students the different parts of a newspaper article: the lead, the body, and the conclusion. The lead should answer the questions who, what, where, when, and why. Teachers could review newspaper articles with students to identify the different parts.

ACTIVITIES

Outline the most important information in the article. Write a lead that answers the questions: who, what, where, when, and why. Ask a classmate if the lead provides the relevant information. Write the body of the article. All information in the body should support the lead. Conclude the article with a summary quote or statement about the importance of this person.

VOCABULARY

lead	First paragraph of a newspaper article that answers who, what, where, when, and why
headline	Title of the article; usually not longer than six words
byline	The writer's name placed directly under the headline

Lesson 6 (cont.)

RESOURCES/MATERIALS

reproduced copies of diagrammed article (lead, body, conclusion)

Internet access or copies of other student newspapers

ASSESSMENT

Final copy of article.

Lesson 7: Production and Distribution of Newspaper

What will students be learning?

STANDARD(S)

Students use appropriate technologies to extend comprehension and communication skills in reading, writing, speaking, listening, and viewing. (RW 7)

BENCHMARK(S)

Use appropriate technologies to access, process, and communicate information.

OBJECTIVE(S)

Students will lay out articles for final production of newspaper.

Students will distribute newspaper to the school community.

What will be done to help students learn this?

INSTRUCTIONAL STRATEGIES

Student-directed

ACTIVITIES

Organize final copy of articles into final format for the newspaper. If computers are available, cut and paste articles in an easy-to-read format on the various pages. If computers are not available, cut and paste articles by hand on separate pages which will eventually be copied. Also, write headlines and bylines to accompany each story and captions to accompany any photographs. Distribute newspapers to the school community. Hold a final editorial meeting to discuss what was learned through the project.

RESOURCES/MATERIALS

computers with software containing a newsletter format, such as Microsoft Office or PageMaker if no computer access, 8½" × 11" or 11" × 17" paper, scissors and paste
access to copy machine

ASSESSMENT

Completion of final articles. Participation in production and distribution of newspapers.

Unit Assessment

How will students demonstrate proficiency?

PERFORMANCE TASK

Assessment for the project will be determined by completion of the final product—the newspaper.

First, each student will be responsible for completing one article about her/his personal hero. The final draft of the article should be free of typos and grammatical errors. It should also follow guidelines for article writing established in class. Each article should have an introductory paragraph, supporting text in the body, and a conclusion paragraph. The articles should answer:

- Who is the hero?
- What does/did this person do to make him/her heroic or a role model?
- Where was this person born, where did this person grow up, and where did this person live as an adult?
- When was this person born and what time period did this person live in?
- Why is this person heroic to the reporter?

Articles should also have quotations from the subjects if an interview was conducted or from secondary sources if the subject was not available for interview or if the subject was a historical figure. The article should follow a central theme, follow a logical sequence of thoughts, and be easy to read.

Students will also be assessed on individual participation in the final production of the newspaper. This segment will require patience and teamwork on the part of the class. The level of participation and consistent attendance should be assessed at the teacher's discretion.

SCORING RUBRIC

4. The final draft of the article answers the 5 Ws, has few, if any, typos or grammatical errors, follows an organized sequence of ideas, and includes an introduction and conclusion paragraph.
3. The final draft of the article answers at least 4 of the Ws, has more than five typos or grammatical errors, follows an organized sequence of ideas, and includes an introduction and conclusion paragraph.
2. The final draft of the article answers 3 of the Ws, has more than ten typos or grammatical errors, is fairly disorganized in sequence of ideas, and is missing either the introduction or the conclusion paragraph.
1. The final draft of the article answers fewer than 3 of the Ws, is illegible due to typos and/or grammatical errors, does not follow an organized sequence of ideas, and is missing either the introduction or the conclusion paragraph.

Bibliography

Bredeson, Carmen. *Henry Cisneros: Building a Better America*. New Jersey: Enslow Publishers Inc., 1995.

Grades 6–8. A biography featuring Henry Cisneros, the first Hispanic mayor of a major U.S. city.

Chabran, R. and R. Chabran (Eds.). *Latino Encyclopedia*. New York: Marshall Cavendish, 1996. Grades 9–12. Index-style reference book of prominent Latinos in the U.S.

Colorado History Museum. “La Gente: Hispanos en Colorado.”

Multi-age exhibit. A museum exhibit that documents the history of Hispanics in Colorado beginning with sixteenth-century Spanish exploration, continuing through traditions of immigration and migration, and ending with the present-day situation. The exhibit features copies of Hispanic newspapers—Spanish-language, bilingual, and English-language—starting with *El Anunciador*, published in 1883. Various headlines give the reader important insight into prevailing issues of the times. Students would get a lot out of visiting this exhibit early on in the newspaper project.

Dineen, Jacqueline. *The Aztecs*. New York: New Discovery Books, 1992.

Grades 6–8. An easy-to-read book detailing the history of this important culture. Includes a chapter on Montezuma, the Calendario Azteca, and other Aztec contributions.

Gutierrez, Ramon and Genaro Padilla (Eds.). *Recovering the U.S. Hispanic Literary Heritage*. Houston: Arte Publico Press, 1993.

Grades 9–12. Includes a chapter that traces the history of Hispanic newspapers in the U.S. from the nineteenth to the twentieth century. The chapter is divided into Southwest and New York newspapers and provides considerable information about what issues the Hispanic press has covered during various historical periods. Each chapter is written by a Latino author which gives the reader an important, non-white perspective.

Hispanos Notables Series. New York: Chelsea House Publications.

Grades 8–10. A series of easy-to-read biographies that includes Hispanic historical figures such as Pancho Villa, Frida Kahlo, and Cesar Chavez. The series could be helpful to students looking for heroes.

Kanellos, N. *Hispanic Almanac: From Columbus to Corporate America*. Detroit: Visible Ink, 1994.

Grades 8–12. Chapters highlighting influential Latinos in the areas of media, music, sports, art, literature, business, education, and politics to name a few. Includes a chapter on the power of the media in creating and reinforcing stereotypes. Also includes a chapter on the history of the Spanish-language press in the U.S. The teacher may want to reproduce portions of this reference book for the discussion of heroes on the first day.

Meyer, Doris. *Speaking for Themselves: Neomexicano Cultural Identity and the Spanish-Language Press*. Albuquerque, NM: University of New Mexico Press, 1996.

Grades 9–12. Focuses on the role of the Spanish-language press in New Mexico at the turn of the century. Also includes discussions on the role of this press in bringing specific Latino issues to public attention and the role of the press in general in creating history and in forming identities.

Bibliography (cont.)

O'Brien, Steven. *Pancho Villa*. (Spanish edition). New York: Chelsea House Publishers, 1995. Grades 6–8. Easy-to-read biography detailing the life and historical significance of Pancho Villa. A good beginning source for a student researching his life.

Stetoff, Rebecca. *Gloria Estefan*. (Spanish Edition). New York: Chelsea House Publishers, 1995. Grades 6–8. An easy to read biography about this renowned Cuban-American singer. The book is one-dimensional but would serve as a good beginning source for research.

Menchu, Rigoberta. *I, Rigoberta Menchu*. London: New Left Books, 1984.

An autobiography about the life of a Guatemalan woman who grew up in the country's war-torn northern highlands. The book is incredibly graphic and painful to read in parts, but it also gives the reader an important example of the strength of the human spirit in the face of extreme adversity.

Internet Sites

http://www.yahoo.com/News_and_Media/Newspapers/K-12

Type in “student newspapers” to begin this search. The site links to editions of various student-produced newspapers that are published online.

<http://www.bhs.berkeley>

Direct link to the Berkeley High School student newspaper. Berkeley High School has a fairly diverse student population which is reflected in the issues covered by the student reporters.

<http://www.lif.org>

Direct link to an Internet site discussing Latino public policy and advocacy issues.

<http://www.latinolink.com>

Direct link to an Internet site focusing on news and features issues affecting the Hispanic and Latino communities. May occasionally feature influential figures.

<http://www.world-net.net/home/fmoreno/index.html>

Direct link to an Internet site featuring articles on thoughts and concerns about Latino/Hispanic issues. Could be used as part of a discussion about how the media reflects important issues of various periods.

About the Author

Hilary Garnsey was born in Palo Alto, California. After moving to Denver with her family, she attended Park Hill Elementary, Gove Middle, and East High Schools in the Denver Public Schools. She graduated from Colorado College with a bachelors degree in Political Science and French Studies. She studied Journalism and Latin American Studies at the University of California at Berkeley and currently is working toward her masters degree in Education, and Certification in School Psychology at the University of Colorado at Denver.

Hilary has written for newspapers and magazines in Colorado, California, and Guadalajara, Mexico. She wrote a guidebook to Denver with her mother, Georgia, which was published in 1996. Hilary feels that developing writing skills in young people is an important skill and means of expression. She incorporates writing projects into most of her teaching.

In addition to her writing experience, Hilary has considerable experience working with and teaching children. She taught sixth grade social studies and English at the Colegio Evelyn Rogers in Guatemala City in 1993. She taught English and a newspaper course at the University of Guadalajara in Mexico in 1997 and she currently works as a bilingual aide in the bilingual/ESOL classroom at Montclair Elementary School in Denver. Hilary is passionate about her work at Montclair. She enjoys the strength and commitment to education of the school community and loves working with children and families from throughout Latin America.