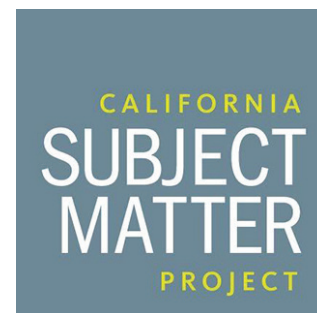
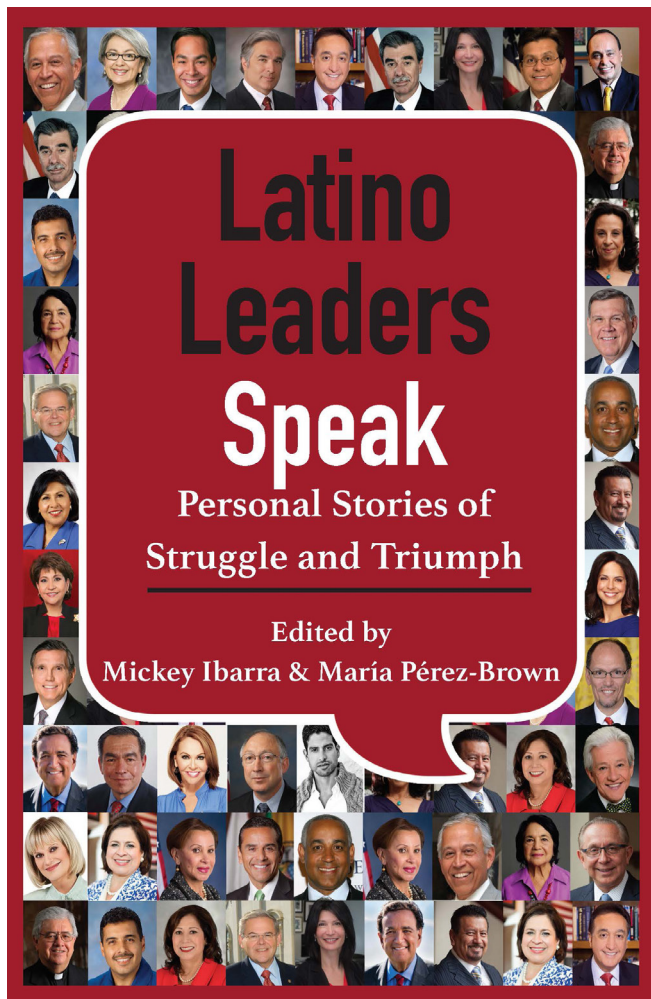


LATINO LEADERS SPEAK:

Personal Stories of Struggle and Triumph

Learning Activities that Promote Agency,
Civic Engagement, and Leadership



A Project of the Latino Leaders Network & California Global Education Project

LATINO LEADERS SPEAK:

Personal Stories of Struggle and Triumph

Personal Stories of Struggle and Triumph is a compilation of 33 inspiring short speeches given by Latino leaders who come from all walks of life and who made and continue to make a difference in the reshaping of the American Dream. You will read about personal stories of resilience, compassion, courage, and the importance of education.

Product Details:

Edited by: Mickey Ibarra
& Maria Perez Brown
Paperback: 272 pages
Publisher: Arte Publico PR
(May 31, 2017)
Language: English
ISBN-10: 1558858431
ISBN-13: 978-1558858435

Order online from your favorite retailer or order directly from the publisher, Arte Publico Press.

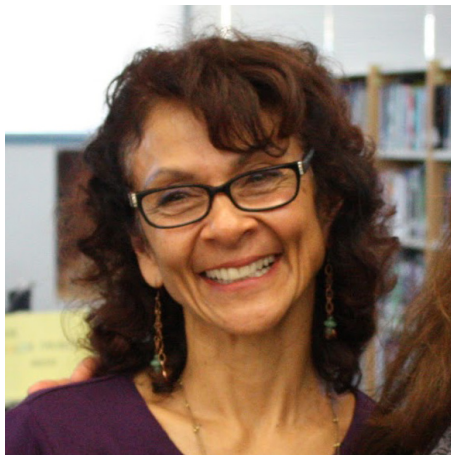
Arte Publico Press is offering a 20% discount to educators who purchase more than two copies of the book. Please send inquiries to bkorders@uh.edu or by fax to 713-743-2847 in order to receive the textbook discount.

DEVELOPMENT TEAM

This curriculum guide was created to accompany the book *Latino Leaders Speak: Personal Stories of Struggle and Triumph* (edited by Mickey Ibarra & Maria Perez-Brown, 2017). The development team includes:

- **Project Leader:** Barbara Vallejo Doten, Director, California Global Education Project at CSU Long Beach
- **Editor:** Emily M. Schell, Ed.D., Executive Director, California Global Education Project (San Diego State University)
- **Writer:** Stephanie Cook, History-Social Science Teacher, George Washington Carver School of Arts and Science (Sacramento Unified)
- **Writer:** Thomas Herman, Ph.D., Director, California Geographic Alliance (San Diego State University)
- **Writer:** Kelly León, Human Geography Teacher, Bonita Vista High School (Sweetwater Union)
- **Writer:** Alfredo Varela, Spanish Teacher, Santa Paula High (Santa Paula Unified)
- **Designer:** Becah Corbin (www.becahlove.com)
- **Project Support:** Stephanie Duran, Program Manager, California Global Education Project

INTRODUCTION



BARBARA VALLEJO DOTEN, PROJECT LEADER
CGEP at CSU Long Beach

My grandfather immigrated from Penjamo, Guanajuato, Mexico in 1920. When I was a little girl living in Pico Rivera, he always used to tell me, “*Mija, in this country, you can be what you want to be.*” That stuck in my head as I was growing up, dreaming about what I wanted to do for the rest of my life. In elementary school, I looked for those examples of what a girl like me, dark skinned, curly hair, a “pocha” (someone of Mexican-American descent who does not speak Spanish or worse, Spanglish) could do. The books I was given all showed these neat, well-dressed fathers in three-piece suits who took briefcases to work. My father worked in a warehouse for Sears and Roebuck. His uniform was khaki pants, a button-down, collared shirt, and a jacket. Mothers in the books I read wore dresses and pearls while cleaning the house, which usually had two stories, a swimming pool in the backyard, and a maid to take care of the home. I often wondered what it was that those mothers did all day. My mother kept busy ensuring homemade flour tortillas every day

while tending to a pot of beans on the stove. She ironed my clothes while watching the novelas. This was the late 1960s to early 1970s and nowhere did I see anyone, male or female, who looked like me except on the cover of a Frito-Lay package of Fritos.

I have been waiting for a book like *Latino Leaders Speak: Personal Stories of Struggle and Triumph* for a very long time. This book is a compilation of inspiring short speeches given by Latino leaders who come from all walks of life and who made and continue to make a difference in the reshaping of this thing called the American Dream. You will read about personal stories of resilience, compassion, courage, and yes, the importance of education. That is why when the California Global Education Project was approached to write the accompanying curriculum for this project, we welcomed this opportunity to partner with the Latino Leaders Network in making these powerful stories accessible to all educators who teach and inspire adolescents from high school to early college.

The learning activities in this curriculum are organized around real world, global competencies that encourage all students to investigate the world, communicate effectively, recognize perspectives, and take action. Each set of learning activities is focused on a leader and his/her story in the book, and begins with a framing question that relates to the experience of the Latino leader being studied. Questions such as, *Why is it important to be proud of your heritage? How might you contribute to a better world? What does it mean to have a voice?* These

learning activities engage students to think about the experience of the Latino leader and what they might learn and apply to their own lives. Graphic organizers, robust question-discussion activities, short video clips, and civic action opportunities further support the key lessons of each of the highlighted speeches and calls for both educators and students to activate their learning and leadership. Each segment presents a “hook” to engage students and is designed to fit easily with topics of discussion in courses including Ethnic Studies, U.S. History and Geography, English Language Arts, Health, Science, and any other discipline where the stories of people who struggle and triumph in order to create a better society are important.

With this project, our hope is that people of all colors, creeds, and identities can come together to appreciate and celebrate this particular hue of the American tapestry. Also, to learn from and empathize with those who for so long have been “othered,” only wanting to be accepted and respected as contributing members of this collective we call America. Their examples inspire us to be better citizens of our communities, this nation, and the world.

The seven-year-old little girl from Pico Rivera thanks you, Mr. Mickey Ibarra, for having the vision of compiling these speeches that give such a powerful voice to the Latino community. You have made us visible and now we are inspired to continue the work of shining our light on this and future generations because now we know: ***Si Se Puede!*** ✍️

TABLE OF CONTENTS

HENRY BONILLA: <i>Why is it important to be proud of your heritage?</i>	6-8
SUSAN CASTILLO: <i>How can I make an effective impact on local issues in my community?</i>	9-10
HENRY G. CISNEROS: <i>How might you contribute to a better world?</i>	11-12
LILY ESKELSEN-GARCIA: <i>What does it mean to contribute to a better world?</i>	13-14
JOSÉ HERNÁNDEZ: <i>What inspires people to achieve their goals?</i>	15-16
MARIA HINOJOSA: <i>What does it mean to have a voice?</i>	17-18
DOLORES HUERTA: <i>Who is responsible for advocating for those who are without power?</i>	19-20
GLORIA MOLINA: <i>What does it really mean to value each person in a global community?</i>	21-22
JANET MURGUÍA: <i>How does education and the education of one's parents and other members of a family impact youth?</i>	23-24
MARIA DE LA SOLEDAD TERESA MARQUETTI O'BRIEN: <i>Who defines you?</i>	25-26
FEDERICO PEÑA: <i>How do we overcome obstacles in life and what does this say about our personal perspectives?</i>	27-28
MARIA ELENA SALINAS: <i>How do you build connections to others despite differences?</i>	29-30
HILDA L. SOLIS: <i>How does the past inform who we are today and what we wish to accomplish in the future?</i>	31-32
NYDIA M. VELÁZQUEZ: <i>Who has influenced your perspectives and in what ways?</i>	33-34

This project was initiated and funded by the Honorable Mickey Ibarra, founder and chairman of the Latino Leaders Network, a non-profit organization dedicated to bringing leaders together to establish relationships, build unity, and share personal stories. This curriculum guide was just the beginning of a new partnership for CGEP, which blossomed into workshops for teachers, speaking engagements, and new avenues to promote the power of collaboration, education, community, and story.

APPENDICES

APPENDIX A: <i>Bonilla — Why is it important to be proud of your heritage?</i>	35
APPENDIX B: <i>Castillo — How can I make an effective impact on local issues in my community?</i>	36
APPENDIX C: <i>Eskelsen-Garcia — What does it mean to contribute to a better world?</i>	37
APPENDIX D: <i>Graphic Organizer — Deep Thoughts</i>	38
APPENDIX E: <i>Graphic Organizer — Analyze Cultural Influences, Connections, and Contexts</i>	39
APPENDIX F: <i>Hinojosa — What does it mean to have a voice?</i>	40
APPENDIX G: <i>Molina — What does it really mean to value each person in a global community?</i>	41
APPENDIX H: <i>Molina — What does it really mean to value each person in a global community?</i>	42-43
APPENDIX I: <i>Marguia — How does education and the education of one's parents and other members of a family impact youth?</i>	44
APPENDIX J: <i>Solis — How does the past inform who we are today and what we wish to accomplish in the future?</i>	45
APPENDIX K: <i>Social Identity Wheel & Placards</i>	46-59
APPENDIX L: <i>Velázquez — Who has influenced your perspectives and in what ways?</i>	60

The Latino Leaders Network provides free access to these 14 stories from *Latino Leaders Speak: Personal Stories of Struggle and Triumph*. Find the stories to download and share with students at calgloaled.org/latino-leaders-speak and latinoleadersnetwork.org/curriculum. While supplies last, teachers who participate in CGEP workshops can also receive a copy of the book, thanks to the generosity of Mickey Ibarra and the Latino Leaders Network.

WHY IS IT IMPORTANT TO BE PROUD OF YOUR HERITAGE?

Henry Bonilla: Congressman, U.S. House of Representatives (Pages 1-4)

Communicate Ideas



ENGAGE

You are at a store and you hear a woman speaking Spanish to an English-only employee. They cannot communicate with each other but you can help with translating because you speak both English and Spanish. What do you do and why?

The benefits of being bilingual are numerous and proven. The implications and responsibilities that one has as a bicultural person are great and beneficial, to say the least. Dr. Francois Grosjean explains in an article published in *Psychology Today* that biculturals enjoy a “greater number of social networks, being aware of cultural differences, taking part in the life of two or more cultures, being an intermediary between cultures, ... [for] greater creativity and professional success.” The same can be said about former U.S. Congressman Henry Bonilla. Coming from a housing project in a Spanish-speaking neighborhood on the West Side of San Antonio, the odds were stacked against him, many would think, from ever becoming successful. With hard work, encouragement from his family, a determined spirit against incredulity in his potential, and a humble appreciation of his heritage, a foundation was laid for Henry’s personal and professional success. As you read about Henry Bonilla, think about these questions:

*What audience is Mr. Bonilla considering with these words?
Who is he trying to reach with his story?*

ACTIVATE LEARNING & LEADING

Use one or more of the following learning activities to help students apply the knowledge they gained from Henry Bonilla’s story to their own lives and communities.

Interact with the Text

- Students can read and highlight the bicultural aspects of Henry Bonilla’s speech. Lead small group or class discussions about what is highlighted and how others might connect to those aspects. Write about the advantages of bilingualism and biculturalism.

- Number each paragraph in the text and ensure that students interact with the text using interactive notebook strategies (i.e., pressing questions, reactions, etc.) with the reading by assigning a minimum of one interaction per paragraph.
- Using a T-Chart, have students determine what aspects of his speech reflect his Hispanic self and which reflect his American self. Ensure that students provide paragraph numbers to support their claims.
- Have students determine what audience would benefit from this speech more: Hispanic or American? Why so? What in his speech reaches out to that audience and grabs their attention?
- Have students infer what Mr. Bonilla’s intentions were for delivering this speech. What characteristics do the audience members possess for this kind of speech to be delivered to them?

Take Action

- Students can give suggestions to local government leaders to be more inclusive of all cultures in their meetings.
- Have students create a short but plausible speech to be delivered at their next local town council meeting where they will have to provide helpful suggestions to the members of the council on how to be more inclusive and sensitive to other cultures’ traditions and beliefs so as to promote more participation from those cultures.
- Research other U.S. Congressmen and Congresswomen that are bicultural or multicultural. After becoming familiar with them and their backgrounds, have students write a formal letter to one of them and ask how they are taking advantage of their bicultural or multicultural backgrounds to help their constituents.
- Have students become peer tutors for English Language Learners in their school and keep a running journal of their cultural interactions based on shared cultural backgrounds.

Communicate Ideas

After reading the chapter on Henry Bonilla, fill in the chart below with quotes that were intended to reach Hispanic audiences and those that were intended to reach non-Hispanic audiences. See [Appendix A](#) for worksheet.

HISPANIC AUDIENCE	NON-HISPANIC AUDIENCE

What can you do with these messages in your own life, with your own community, and in your interactions with those outside of your immediate communities?

HOW CAN I MAKE AN EFFECTIVE IMPACT ON LOCAL ISSUES IN MY COMMUNITY?

Susan Castillo: State Superintendent of Schools, State of Oregon (Pages 5-13)

Take Action



ENGAGE

Have you ever wondered why minority students perform worse in school assessments compared to other students?

Every year, it seems as if the national debate on education and its effectiveness with closing the achievement gap is lacking real substance and hurting our socioeconomically disadvantaged youth. Money is being poured into schools across the country and there is never really any mention of how much impact those funds have on addressing achievement gaps. One can argue that schools are not doing enough for our disenfranchised youth and misusing those state and federal funds.

Here are some questions to ponder: Why are adults the only ones making decisions on what works best for students? Why are students not part of that national debate? Why are they excluded from local conversations about their own educational well-being and future success? **Possible reason:** Students are not taught how to take action, effective action, on monumental issues such as their right to the best education possible.

Susan Castillo also felt that her high school was not benefiting her in many ways. She felt invisible and, until this day, feels like none of her teachers would even recall who she was. As Oregon's State Superintendent of Public Schools, Ms. Castillo was known for her swift action to battle the widening achievement gap among poor and minority students.

Listen to what former Oregon State Superintendent said in this interview with a local news channel journalist. As you listen, be prepared to answer the following questions in writing, followed by an opportunity to pair-share with A-B partners:

Is Ms. Castillo going to make an effective impact on the lives of minority students? If so, what examples from the interview demonstrate that she will? If not, please explain and use evidence from the interview.

ACTIVATE LEARNING & LEADING

Use one or more of the following learning activities to help students apply the knowledge they developed from Susan Castillo's story to their own lives and community.

Interact with the Text

- Students can read Susan Castillo's speech and explain how she made an impact on Oregon's minority students.
- Number each paragraph in the text and ensure that students interact with the text with interactive notebook strategies (i.e., pressing questions, reactions, etc.) with the reading by assigning a minimum of one (1) interaction per paragraph.
- Specify a note-taking focus by finding how Ms. Castillo impacted the schools in a way that helped minority and poor students across the state of Oregon.
- Have students chart a classroom opinion poll around how her plans to address the achievement gap were impactful using a scale from 0 - 10 (0 being the least effective impact and 10 being the most effective impact).
- **Math Connections:** Have students determine what data and percentages were included in Ms. Castillo's speech and ask them to calculate some of her claims. For example, on page 9, she claims "Today, Latinos represent 15% of our students in Oregon. We're expected to double our numbers by 2020." What percentage would that be? If this claim was asserted in 2007, what percentile trend can you infer for the year 2033? (These are just some examples of questions to pose.) Have students compare their mathematical predictions with Oregon Public Education stats here.

Take Action

- On page 11, Ms. Castillo invites her listeners to join her in supporting education by stating, "if you aren't already getting involved in what's happening in our public schools, whether that means raising money or awareness, volunteering in classrooms or just being an advocate."
- Have students interview stakeholders, including school and district administrators, parents, policymakers, and community members, to inquire how they can be more involved with their school site and/or school district. Students can ask questions, such as How can parents become more involved? Why should community members without children in schools care about and support public education? Once students gather some answers, encourage them to create a Powerpoint/Prezi/Google Slides presentation that will inform students and parents alike as to how they (and others) can be more involved in decisions that highly impact schools and their students.
- **World Languages Connections:** Have some students create a Powerpoint/Prezi/Google Slides presentation in whatever language other than English that is representative of the community in which they live so as to ensure they are offered the same information in an intelligible, non-exclusionary way.
- **English Language Arts Connections:** Have students learn about writing a formal letter/email. Include all necessary elements to distinguish this letter/email as a formal one (proper heading/subject title, return address, proper salutations at the introduction and closure points, etc.)
- Have students conduct research and use that information to write a formal letter to their state superintendent and inquire about how he/she is working on combating the achievement gap discrepancies in their own state.
- **History-Social Sciences Connections:** Have students research what the academic achievement statistics were five to ten years ago in order for them to include that information in their letters — or use information to create infographics in class. Have them find articles that were written in newspapers during the same timeframe and include relevant and impactful quotes regarding the achievement gap status over time.
- Have students attend and participate in school site council (SSC) meetings. Have them take notes on what is discussed and report back to the class in a two or three minute presentation about any impacts that were discussed or decided at the meetings. Have the receptive students (those not presenting) formulate questions regarding the meeting's agenda and proposals so they can follow up with the SSC, whether it be in writing or in person at their next meeting.

After reading the section on Susan Castillo, answer the following questions about her story and yourself. Show the paragraph number and page number to support your answer (Paragraph #, Page #). See **Appendix B** for worksheet.

<p>Castillo: Who made an impact on Castillo’s life and shaped her to be, arguably, a successful state superintendent of schools of Oregon?</p>	<p>Castillo: Find another person described in this section who has made an impact on others. Briefly explain his/her positive effect on others.</p>	<p>Castillo: Castillo shares three key areas where she feels “we need to get to work right away.” Who was her intended audience and why would they want to join her in that work?</p>
<p>Self: Who has made an impact on your life? How do you predict that impact will help to shape the person you will be in the future?</p>	<p>Self: How can you impact others in your life? In what setting do you see yourself making the greatest impact and why?</p>	<p>Self: Of the three key areas mentioned by Castillo, which one would you choose to help her with and why? What strengths do you possess to be qualified to help in that area?</p>

Use the answers from the chart above to create a map that starts where the student is today and leads to a place where the student might want to end up in life. Create “stops” or places in between the two locations (e.g., student government, volunteer work, college, family, etc.).

HOW MIGHT YOU CONTRIBUTE TO A BETTER WORLD?

Henry G. Cisneros: U.S. Secretary of Housing & Urban Development (Pages 27-36)

Take Action



ENGAGE

It sounds cliché — “*Make the world a better place.*” You have probably heard that in one form or another hundreds of times. But what if instead of being driven by what you want to do, you were driven by how you might contribute to improving your community? Adults ask young people all the time what they want to be when they grow up. What if adults started asking young people how they want to contribute to a better world today?

We know there are myriad problems to tackle at both local and global scales. Young people are those who will be most impacted by today’s problems, leaving them to deal with issues related to climate change, environmental justice, inequalities, and social justice. It makes sense that starting now, teachers and others should help young people figure out how they might impact these problems in meaningful ways and how they might go about fashioning the type of world their adult counterparts have been unsuccessful at creating.

Henry Cisneros has held distinguished positions in government and continues to strive toward making improvements in people’s lives. What motivated him to dedicate his life to improving the conditions for not only his community, but other communities as well? As you read Henry Cisneros’s speech, consider this question:

What drove Mr. Cisneros to want to dedicate his life to community-building and what lessons can we learn about how to contribute to a more just society?

ACTIVATE LEARNING & LEADING

Use one or more of the following learning activities to help students apply the knowledge they developed from Henry Cisneros’s story to their own lives and community.

Interact with the Text

- Have students use the text to justify answers to the following questions, first in writing, and then in conversation with others.
 - Who or what motivated (and continues to motivate) Mr. Cisneros to work on behalf of building better communities that “work for everyone”?
 - What problems does Mr. Cisneros identify and in what ways has he worked toward finding solutions?
- On page 29, Mr. Cisneros says, “We wanted to do something about the fact that the children in our neighborhood have fewer chances in life.” Have students consider this quote and the following resources and activities to further their understanding of this idea.
 - Read this [interactive data graphic](#) from NBC News.
 - Have students type in their community to look at the life expectancy, median annual income, percentage of people without health insurance, percentage of people without a high school diploma, and ethnic breakdown in comparison to another area nearby.
 - What conclusions can be drawn? What questions are left unanswered by the graphic? Where might you find those answers?
 - How does this information relate to Mr. Cisneros’s quote from page 29?
 - Visit the [Opportunity Atlas](#).
 - Follow the directions when you first visit the site.
 - What data is showcased on the map?
 - How might this data be helpful to someone who wants to improve opportunities in a given community?
 - In terms of looking at the school’s community— What explanations might exist for the data that is presented? What follow-up research questions might the students ask about their community based on the data? What ideas do students have for increasing opportunity where needed?

Take Action

- At the end of his speech, Mr. Cisneros mentions that in terms of thinking about the future, he is committed to three things. Have students identify what those three things are and decide to what extent each of them is important to them.
- Give students the opportunity to brainstorm what personal commitments they want to make in terms of their own life’s work and contributions to creating a better world. Make sure they are able to justify the importance of their personal commitments with their own experiences or research. Teachers should create opportunities for students to push each other’s thinking and seriously consider how personal commitments might be helpful for contributing to a better world.
- Students can write a 1-2 minute speech about 3 personal commitments they will make in terms of their future that will contribute to a better world. Students “perform” their speeches in the form of a “speak-off” and the best ones are selected to be performed for an additional audience such as:
 - Faculty meeting
 - School-wide student assembly
 - Video bulletin
- As a culminating activity, students could survey their peers outside the classroom about commitments they are willing to make to contribute to a better world. Results could be shared with staff to help them align future instructional decisions, service learning projects, school-wide foci, etc.

WHAT DOES IT MEAN TO CONTRIBUTE TO A BETTER WORLD?

Lily Eskelsen-Garcia: President, National Education Association (Pages 45-51)

Take Action



ENGAGE

Finding out who you are often comes from heading down unknown paths in life. Simply putting one foot in front of another and taking the opportunities that come your way can require a great deal of trust. For Lily Eskelsen-Garcia it also meant seeing qualities in herself that only others had seen. This new vision of herself as an aide and then a teacher and union leader led her to an understanding of how to see the potential in others around her— especially in her students.

Lily Eskelsen-Garcia has learned to use the power of her belief in others to contribute to a better world. As you begin to read about Lily Eskelsen-Garcia, think about this question:

How can I contribute to a better world?

ACTIVATE LEARNING & LEADING

Use one or more of the following learning activities to help students apply the knowledge they developed from the biography of Lily Eskelsen-Garcia to their own lives and reflect on how this may shape the way they look at the world outside of their classroom.

Use Evidence and Values to Guide Plans

Lily Eskelsen-Garcia believes in the sacred duty of all educators to be professionals and to care for the whole student. Read the section and explore the personal experiences that shaped her beliefs. After you read, work in pairs to answer the guiding questions presented below (or use the chart found in [Appendix C](#)):

- Which experiences in Lily Eskelsen-Garcia's childhood do you think influenced her in adulthood? Explain why.
- What experiences in your early life have influenced your life today?
- When Lily became a teacher's aide, someone planted a "seed belief" in her that she could become a teacher. Why was it important to have others believe in her? What did that help her go out and do?
- What is a belief that someone else has planted in you about yourself? Who is that person? What do you think that will help you go out and accomplish?

- E. As a teacher Lily Eskelsen-Garcia worked with students on all kinds of action projects inside and outside the classroom. Describe two of them here.
- F. What kind of action projects have you participated in or would you like to participate in? What are the things you see needing change around you?

Act and Reflect Individually and Collaboratively

Have students watch one of the following TED Talks by young people to get inspired about taking action. [Greta Thunberg on Climate Change](#) or [Memory Banda on Child Marriage](#) or one of these other talks found at [Youth Ted Talks](#). Have students take Deep Thoughts ([Appendix D](#)) notes on the TED Talk. After the talk, have students discuss and share their Deep Thoughts with each other and in whole group class discussion.

- Ask students what influenced these young people to start taking action.
- Ask students to compare what they hear in the TED Talks about the actions taken by these young people to the experiences Ms. Eskelsen-Garcia took working with students.
- Ask students to write a journal reflection for class-share the next day responding to the prompt: *What social or environmental justice issues inspire you to make a change in your world?*

Contribute to a Better World

Group students into sections of three or four and have them share their journal reflection from above with each other by reading aloud. Then hold a whole class brainstorm and discussion on what the major social and environmental justice issues are in their community that need to be changed. Brainstorm all of the issues on the board and vote as a class to explore these issues further as a class. Use materials from [Project Citizen Level 1](#) or [Level 2](#) for support through this process.

Analyze Cultural Influences, Connections, and Contexts

Divide the class into small groups and instruct each group to read all three sections (Janet Murguia, Lily Eskelsen-Garcia, and Hilda Solis) and take notes in the chart as they read. Students seek and list evidence on the topics listed on the left side and place ideas in the box under each name. (See [Appendix E](#))

	JANET MURGUIA	LILY ESKELSEN-GARCIA	HILDA SOLIS
Pillars of Success			
Family			
Challenges/Barriers			
Sacrifices			
Living in Between Cultures			
Mentorship			

Students write a paragraph to reflect on the connections found between these three leaders.

WHAT INSPIRES PEOPLE TO ACHIEVE THEIR GOALS?

José Hernández: Astronaut, NASA (Pages 77-90)

Take Action



ENGAGE

When you dream about your future, what do you see yourself doing? What does your dream life look like and feel like? What goals do you have for yourself in order to achieve those dreams? What goals or dreams do your family, friends, and mentors have for you?

José Hernández was fortunate. He discovered his dream at a young age when he saw astronauts walking on the moon through his television screen. More importantly, he had parents and teachers who supported his dreams and goals along the way by providing a strong foundation in education. Mr. Hernández discovered a role model to learn from and he worked very hard to overcome the challenges that he faced in school, in work, and in life. Like his parents, he made sacrifices, moved around for work, and never gave up on his goals. His persistence paid off and he became one of the few Latinos to serve as an astronaut for NASA. Now he serves as a role model for Latino youth through his foundation, Reaching for the Stars, that encourages all children to learn science, technology, engineering, and math (STEM), especially students of color. As you read about José Hernández, think about this question:

What inspires people to achieve their goals?

ACTIVATE LEARNING & LEADING

Use one or more of the following learning activities to help students apply the knowledge they developed from the biography of José Hernández to their own lives and reflect on how this may shape the way they look at the world outside of their classroom.

Share Ideas and Context with Diverse Audiences

- Lead a class discussion about challenges. Begin by asking, *What is a challenge? What do you do when you are challenged? When do you know to persist and when do you know to give up?*
- Then ask students to form small groups or pairs and share examples of the challenges that they face when trying to pursue a goal or a dream. *What were the challenges? Why were these challenges to the individual (and perhaps not challenges for others in a similar situation)? What strategies were used to persist in the face of challenge? What were the outcomes?*

- Facilitate a class discussion that highlights the need to persist through challenges. Ask students to share some of the stories and take-aways that they learned from the small group or paired discussions. *Why do people face challenges? How are challenges similar and different for people? Why should people persist through challenges? What are some ways to overcome challenges and keep working towards a goal or dream?*

Take Action

- Facilitate a class discussion about what inspired Mr. Hernández to achieve his goals.
- Share with students what or who inspires you to achieve your goals.
- Ask students to share what or who inspires them to achieve their goals.
- Assign students to interview others to find out what or who inspires them to achieve their goals in life. Brainstorm ways to gather this information from others, including peers, family members, community members, business owners, adults on campus, etc. (e.g., personal interviews, e-mail requests, online survey, social media posts, phone calls, etc.) Encourage each student to gather responses from at least 10 others.
- Share findings in class and determine themes, patterns, outliers, and questions that emerge from the information compiled.
- Challenge each student to identify at least one way that they can use this information to help them persist through challenges or help others to persist and achieve their goals.

Contribute to a Better World

- Work together as a class or in small groups to map out the journey that Mr. Hernández took from childhood to achievement of his dream. (Note: He is still living his dream by inspiring and supporting others to “reach for the stars.”) Include the important “stops” along the way, including his 2nd grade teacher and the discovery of Dr. Franklin Chang Diaz.
- Ask students to individually map out their dream or goals in life. The map can start from an earlier age to demonstrate a foundation (like Mr. Hernández’s family lessons and education), or it might start from today. Encourage students to show where they want to “go” in life (e.g., home, family, college, work, achievement), the stops on the way to those places/goals, and allow for continuing pathways and journeys beyond those big goals. (Alternatively, if a map is difficult to envision, invite students to create a dream board or vision board.)
- On page 90, Mr. Hernández describes a recipe for success. Review and discuss his recipe. Then ask students to create their own recipes on a piece of paper or index card. Post the recipes around the room and allow students time to walk around and read the different recipes. Discuss observations, thoughts, and “edits” to their own recipes after reading each others’ ideas in this activity. Finally, ask students to reflect on and commit to working on at least one ingredient in their recipe. If students use journals, have them reflect in writing.

WHAT DOES IT MEAN TO HAVE A VOICE?

Maria Hinojosa: Producer, Author & Journalist (Pages 91-103)

Recognize Perspectives



ENGAGE

Have you ever been denied the opportunity to share your thoughts, beliefs, or questions? In a democracy, having your “say” is one of the most important ways that the voice of the people can be communicated to those in government who are supposed to represent our needs and concerns. Having the power to speak up without fear, and to be heard, through free and open processes, is essential to one’s well being and quality of life.

Maria Hinojosa has learned to use her voice as a journalist, author, and producer to inform us in such a way that causes us to think, wonder, and question our ideas of who we are and what we are about. Ms Hinojosa shares the voices of people whose lives and experiences may be invisible to many in society: the immigrant, the homeless, the “other,” the ones who may not feel they have a voice in government. Maria has decided to make it her life’s mission to use her voice to “make the invisible, visible.” As you begin to read about Maria Hinojosa, think about this question:

How can I develop the power of my own voice?

ACTIVATE LEARNING & LEADING

Use one or more of the following learning activities to help students apply the knowledge they developed from the biography of Maria Hinojosa to their own lives and reflect on how this may shape the way they look at the world outside of their classroom.

Identify My Personal Perspectives and Influences

Put students into pairs and ask them to discuss the following: *Maria Hinojosa started her life in a country that was unfamiliar to her. Her experiences in America shaped her sense of identity as a Latina and as an American.* Using the handout, “Creating My Identity Interview” ([Appendix F](#)) have students interview a partner and record their responses on this chart. After they have interviewed each other and completed the chart, ask them to discuss the following and prepare to share with the class:

- What types of experiences or influences have contributed most to shape your own identity?
- How has this affected how others see you?

- How can we make sure that we are in charge of shaping our own identities?
- How can the shaping of our identities help us to develop the power of our own voice?

Consider Multiple Perspectives and Opinions

Have students watch “[The Danger of the Single Story](#),” an 18-minute TED Talk by Chimamanda Ngozi Adichie, a novelist from Nigeria, who “...tells the story of how she found her authentic cultural voice — and warns that if we hear only a single story about another person or country, we risk a critical misunderstanding.” Ask students to compare what Ms. Adichie and Ms. Hinojosa are saying about finding your voice no matter what the outside noise (other people’s stories) may be telling you. As they share their responses, pose these questions for discussion:

- What stories have you read or heard that send negative messages or stereotypes?
- How can we consider multiple perspectives and opinions in investigating these stories?
- What might we do individually and collectively, using our voice, to contribute to more authentic stories?

Prompt students to think of a negative message or stereotype that they would like to reframe to a more authentic interpretation. Have students write out their ideas for an article in the school newspaper, op-ed piece to the local newspaper, or post them on the school webpage/blog, inviting comments and suggestions for further thought or actions.

Hold a class discussion with students about multiple perspectives and the roles they should play in our society.

- What does it mean to live in a society that respects and considers multiple perspectives?
- What examples can you identify where multiple perspectives were included? Excluded?
- How might recognizing multiple perspectives be both beneficial and challenging for a multicultural/multilingual representative democracy?

Chart student responses. Ask students to think about situations or contexts where identifying multiple perspectives might be important (e.g., solving issues of climate change, deciding how to attend to aging family members, making decisions about who to vote for in local, state, or national government, etc.).

Task students with selecting an issue they feel passionate about (e.g., establishing a policy for free college education, ensuring that underserved communities have access to fresh and healthy food, etc.) and have them create a question they would like to consider about that issue (i.e., Should public colleges be tuition free? What is the relationship between poverty and health?). Next, have students create a short digital presentation (Google Slides, Power Point, Prezi, Padlet, etc.) that demonstrates a multiple perspectives approach to their issue. Students can post their presentations on the classroom school page and share this with other school groups and interested stakeholders who would be encouraged to give feedback for further student analysis and engagement.

Examine the Perspectives and Influences of Others

How can I use my voice to take a stand? Ask students to consider the following:

Using the power of our own voice enables us to pursue the goals and dreams we value and the courage to speak up against injustices. Think of an issue or challenge that you are passionate about. Develop a written piece (argumentative essay, poem, short story, rap, song) that advocates for change. Be sure to think about the following as you begin to gather ideas for your piece:

1. How can I become more informed about this topic?
2. What are my values and beliefs about this?
3. How can I incorporate multiple perspectives?
4. What result or action am I advocating for?
5. How can I use my voice to take a stand?

Students can share their written pieces at an “Open Mic Night” at school or at a local bookstore. There, students can read their pieces to the community, receive feedback, and learn the importance of owning and speaking your voice in a democracy.

WHO IS RESPONSIBLE FOR ADVOCATING FOR THOSE WHO ARE WITHOUT POWER?

Dolores Huerta: Civil Rights Activist (Pages 105-112)

Investigate the World



ENGAGE

Is helping others only about being kind, or does the act of helping others enrich your life as well? There are many people in our society who are vulnerable, disadvantaged, or simply facing a difficult challenge.

When Dolores Huerta was growing up, she had role models in her family that taught her the importance of standing up for the rights of others. Her father volunteered for the mineworkers union. Her mother ran a business and was very active in her community. At a very young age Dolores joined the Community Service Organization; a mutual aid society where people got together and pooled their resources for anyone in need. Whether it's fighting for the rights of farmworkers to have decent wages and sanitary working conditions, or the rights of immigrants to be treated with compassion and respect, Dolores has been that voice in the crowd looking out for those who harvest our food, clean our restrooms, and watch over our children. With her mantra, "Si Se Puede," she gives hope to those who struggle to find their voice while reaching out to leaders in the community and challenging them to live up to the American promise of life, liberty and the pursuit of happiness. Some of those leaders have supported her efforts for greater justice while others continue to put up obstacles. It is sometimes an act of courage and persistence to continue working with those who aren't willing to see challenges in our society from a different perspective. As you read about Dolores Huerta, think about this question:

How can you stand up for the rights of others in your community?

ACTIVATE LEARNING & LEADING

Use one or more of the following learning activities to help students apply the knowledge they developed from the biography of Dolores Huerta to their own lives and reflect on how this may shape the way they look at the world outside of their classroom.

Recognize the Value of Each Person in a Global Community

Delores Huerta worked tirelessly to make sure that people were “seen.” When she advocated for the rights of the undocumented, she put a human face on them: “They are taking care of our children... our elderly, our disabled, cooking our food, picking our food... cleaning our buildings and building our buildings. They are contributing to the economy with their taxes, their social security. They’re never going to see that money that they’ve contributed. We’ve got to educate the public about who these people are so that they can understand that they are not criminal, that they are workers.”

Discuss these questions as a class or in small groups:

- Who are the “unseen” people at your school or in your community who may be marginalized or forgotten? (e.g., physically or cognitively challenged students, recent arrivals to this country, LGBTQ, the homeless, the elderly, etc.)
- How can you help put a human face on the “unseen” people and give them standing in your school/community?
- What action(s) might you take individually and/or collectively to be sure that the value of every person is recognized in this global community?

Identify and Suspend Assumptions and Judgements

When we single out a particular group in our community as having negative characteristics, we are “othering” them and not affording them their rights to equal and fair treatment. Ask students to work in pairs or small groups to share personal experiences of “othering” and look for examples in the local, national, and international news. With these examples, guide students to discuss using these questions:

- Who benefits? Who does not benefit?
- What historical examples relate to personal and contemporary examples?
- What assumptions do I have about people or groups?
- What judgements do I make and why?
- How can I learn to suspend assumptions and judgements?
- What would be the benefit(s) of people identifying and suspending their assumptions and judgements?

WHAT DOES IT REALLY MEAN TO VALUE EACH PERSON IN A GLOBAL COMMUNITY?

Gloria Molina: County Supervisor Los Angeles County (Pages 139-148)

Investigate the World



ENGAGE

One of the values often associated with the United States is “respect for the individual,” but what does that really mean? Does our respect for individuals come at the cost of what might be good for the larger society? We know that historically, our country has not showcased value for each individual. However, young children today are taught in school that skin color, gender, sexual orientation, national origin, religion, and ethnicity should not matter when it comes to how we treat people. Does this mean our country has finally embraced the notion that each individual holds value?

Gloria Molina is recognized as an important politician in Los Angeles County, but she wasn’t always valued. Ms. Molina spent many years of her life fighting the expectations that others had for her. Not only did she have to battle expectations because of her Mexican heritage, she also had to contest with established gender norms and expectations because she was a woman. As you read Gloria Molina’s story, consider this question:

How did Ms. Molina identify problems and work to find solutions in her own career and activism?

ACTIVATE LEARNING & LEADING

Use one or more of the following learning activities to help students apply the knowledge they developed from the biography of Gloria Molina to their own lives and to the political community that surrounds them.

Interact with the Text

- Have students examine four quotes that speak to problems Ms. Molina faced related to being recognized as an individual of value. Identify the problem and the ways she was able to work toward finding a solution. See worksheet in [Appendix G](#).
- In small groups, have students read the discussion questions that follow. Have each group select 2 questions they want to focus on. Give 15 minutes of individual thinking and writing time for students to prepare for the agreed-upon discussion. In preparation, students should note references from the text and their own life experiences.

For the small group discussion, consider using “talking chips” to encourage equal voice. It may be helpful to have one student from each group capture the main ideas of their conversation by taking notes. A different student in the group could then share out these ideas to the class. Other groups can comment on or clarify each group’s discussion as desired.

Discussion Questions:

1. How did Ms. Molina react to her parents’ expectations of her and how is this similar or different to how you react to your parents’/guardians’ expectations of you?
 2. By the end of Ms. Molina’s speech she shares about her mother’s change of heart about education. What was the change? What would you like your own parents/guardians to see differently about you or the world?
 3. Do you think ethnicity and/or gender continue to be challenges for some in the United States? Why or why not? What examples from your life or the real world might you use to qualify your belief?
 4. By working in her community, what skills did Ms. Molina develop? What kind of skills could you learn by working in your community? What types of things could you do to build skills that are important to you?
- One thing that Ms. Molina mentions in her speech is “representation” within the government. Have students visit this [site \(www.usa.gov/elected-officials\)](http://www.usa.gov/elected-officials) to better understand who represents them at different scales. They can use the [handout \(Appendix H\)](#) to take notes and reflect.

Take Action

Instruct students to identify one of their elected politicians (at any scale). Next, ask them to identify ways in which this elected official recognizes/advocates for the value of each individual or has fallen short in advocating for the value of each individual. Students can read news stories, check out the official’s social media, or visit the official’s website to conduct their research. Finally, students write a letter to their selected official or write a script and call the offices of the official to leave a message about their understanding of how that official is falling short or advancing the rights/value of individuals.

HOW DOES EDUCATION AND THE EDUCATION OF ONE'S PARENTS AND OTHER MEMBERS OF A FAMILY IMPACT YOUTH?

Janet Murguia: President & CEO National Council of La Raza (Pages 161-169)

Recognize Perspectives



ENGAGE

Janet Murguia is a former deputy assistant to President Clinton who finds the connection to her family and the importance of her education to be the main pillars of her success. *"This is an extraordinary nation when you think about it. Two people with very few means from a very small town in Mexico worked very hard, sacrificed much and dedicated themselves to the education of their family and service to their community."*

Rising up from a deeply humble childhood she has achieved great success in schooling and career. Included in her successes are her roles as president and chief executive officer of the National Council of La Raza. As you begin to read about Janet Murguia, think about this question:

How has my education and the education of my parents and other members of my family influenced me?

ACTIVATE LEARNING & LEADING

Use one or more of the following learning activities to help students apply the knowledge they developed from the biography of Janet Murguia to their own lives and reflect on how this may shape the way they look at the world outside of their classroom.

Analyze Cultural Influences, Connections, and Contexts

Ms. Murguia knows that she and her family are capable of contributing to and making history. Read the chapter and explore the personal experiences that provided a foundation for her beliefs. After you read, work in pairs to answer the guiding questions provided below, or use the worksheet "Recognize Perspectives: Janet Murguia" ([Appendix I](#)).

- How has Ms. Murguia's family story "sustained her"? What aspects of her family history and her parents help to keep her strong and motivated?
- In what ways has your family story sustained you? What aspects of your family history helps you to stay motivated?
- List some of the challenges Ms. Murguia had at home while growing up.

- List some of the challenges you have had at home while growing up.
- What are some of Ms. Murguia's opinions about the importance of education? List them below.
- What are your views and your family's views of the importance of education? List them below.

Act and Reflect Individually and Collaboratively

Have students watch [Girl Rising: India Chapter](#) and [Girl Rising: Peru Chapter](#) (about 30 minutes total). These are short films that explore issues of girlhood and access to education. Students can take Deep Thoughts ([Appendix D](#)) notes and afterwards discuss their notes in small groups as a class. Lead students through a whole class discussion on the importance of girls getting an education. Find additional resources here: [Girl Rising Curriculum](#)

- What was your initial reaction to the film? Is there a specific story that resonated with you? If so, why?
- Do you think education is a legitimate and sustainable solution to the barriers girls face in the film and around the world? Why or why not?
- Why do you think girls are undervalued in the world? How can this perception be changed?
- Do girls and women face challenges in your community? If so, how can the perceptions be changed and improved?
- What role do men and boys play in the movement for girls' education and women's empowerment?
- How has your education helped you get to where you are today? How has your education empowered you in everyday life?
- Did you face any barriers to accessing education? If so, how were they similar or different to the barriers the girls faced in the film? How did you overcome these challenges?

Empathize with Others

Think about Ms. Murguia's life and struggles as well as the life and struggles of girls who try to access education around the world. Also, think about struggles you have had with education. Then create an illustrated poem about this issue to share with the class.

Analyze Cultural Influences, Connections, and Contexts

Divide the class into small groups and instruct each group to read all three sections (Janet Murguia, Lily Eskelsen-Garcia, and Hilda Solis) and take notes in the chart as they read. Students seek and list evidence on the topics listed on the left side and place ideas in the box under each name. (See [Appendix E](#).)

	JANET MURGUIA	LILY ESKELSEN-GARCIA	HILDA SOLIS
Pillars of Success			
Family			
Challenges/ Barriers			
Sacrifices			
Living in Between Cultures			
Mentorship			

Students write a paragraph to reflect on the connections found between these three leaders.

WHO DEFINES YOU?

Maria de la Soledad Teresa Marquetti O'Brien (Soledad O'Brien):
Journalist, Producer & CNN Anchor (*Pages 171-180*)

Recognize Perspectives



ENGAGE

How you show up in the world is determined, in large part, by how you identify yourself. As humans, we all have the need to define ourselves and make our mark in the world. The question becomes: *Who defines you?* In other words, do you define who you are or does the world (i.e., family, society, government, church, school, friends, social media) define who you are or who you should be?

Soledad O'Brien came from a mixed family: her mother was black and from Cuba, her father was white and from Australia. When she was born, interracial marriage was illegal in 16 states in the United States. Growing up in America then meant that who you are and where you came from mattered. People found it difficult to pronounce her name as well as fit her into a "box" they were comfortable with in their construction of the world. With support from her mom who always told her, "People do not define you. You define yourself," Ms. O'Brien learned not to let others put her into any category that went against who she determined herself to be. This strong sense of self enabled her to look at any obstacle in life as something to move around, walk around, climb over and get around; identity in tact. As you begin to read about Soledad O'Brien, think about this question:

What determines the identity I have today?

ACTIVATE LEARNING & LEADING

Use the following learning activities to help students apply the knowledge they developed from the biography of Soledad O'Brien to their own lives and reflect on how this may shape the way they look and act in the world outside their classroom.

Empathize with Others

Have students watch the TED Talk: Lizzie Velasquez: [How Do You Define Yourself?](#) In this funny, personal talk, Lizzie shares her story and the tools to help people reject hateful perspectives while embracing self-definition.

After viewing the talk, have students pair up and discuss their feelings, thoughts, and take-aways about Lizzie's story. Record students' responses and continue with the following questions:

- What is Lizzie calling us to do when confronted with bullies and teasers?
- What tools can we develop to ensure that our classroom/school is a safe place for all of us to be and speak our minds without fear of persecution or coercion?

Lead a class discussion about what students can do to reject hateful perspectives and embrace self-definition. Create a classroom manifesto or platform around their ideas and give each student the opportunity to acknowledge their support and adherence to the goals and practices of this policy as it moves towards a more just and equitable classroom/school/community environment.

Analyze Cultural Influences, Connections, and Contexts

A person's name is a powerful thing. It is the descriptor that allows other people to make quick judgements and assumptions about us. Soledad O'Brien recognized this when people made little attempt to pronounce her name correctly and even asked her to change it in order to have her fit some category they had constructed about her. Have students think about:

- What is the origin of your name? (If you don't know the origin, what do you like or dislike about your name?)
- How do you present your name? (Do you allow people to shorten your name? Mispronounce your name? Anglicize your name?)
- In what ways has your name become an important part of your identity?

After this discussion, have students create an illustrated acrostic poem of their name, with the attributes and characteristics they most identify with written alongside each of the letters in their name. Display these in the classroom and have a "walk and talk" activity whereby students share their acrostic poems with one another and tell why their names are an important part of how they define themselves.

Identify my Personal Perspectives and Influences

"We get to define who we are. We get to change a community and change it for the better, enrich society, embrace education and build compassionate consciousness of our community." (p. 180) Part of creating a "...compassionate consciousness" for a better and more enriched community is dispelling stereotypes that isolate and limit people from being the best version of themselves so that they can become effective and compassionate contributing members of society. Ask students to consider the following:

Start a pledge drive at your school that engages students in creating an agreement to combat a stereotype or other generalization that may be attributed to them and that includes the form that specific action might take. The pledge could start like this:

*I pledge to dispel the stereotype of _____ by _____
with the goal of _____.*

For example: *I pledge to dispel the stereotype of uninformed and disinterested teens by reading about important issues in my community/nation/world at least once a week, with the goal of identifying an issue that I will commit to support through my time, voice, and efforts.*

After gathering up the pledges, make them public by posting them on social media, and/or making a presentation to the school administration, parent organizations, city council, or school board around Human Rights Day or any other celebration of rights. After a short time, students can reconnect with the pledgees and record and post their experiences of enacting their pledge. What changed? What did they discover?

HOW DO WE OVERCOME OBSTACLES IN LIFE AND WHAT DOES THIS SAY ABOUT OUR PERSONAL PERSPECTIVES?

Federico Peña: Former Mayor of Denver (Pages 181-188)

Recognize Perspectives



ENGAGE

What do you do if you see someone who unknowingly drops their wallet in front of you. Do you keep it or give it back?

If there is ever a guarantee in life, it is that we all must encounter obstacles. Pessimists will say there is no such thing as a perfect life, the glass is half empty, and life is never fair. The optimists will always see the glass half full and the positive sides in negative events in life. Who is right? Who is wrong? The way we handle obstacles says a lot about our upbringing and the influences of others on us. Having a strong understanding and appreciation of the struggles that others have had to endure before us would motivate anyone to fight through their obstacles and understand that by doing so, one can only succeed in life. This is what Federico Peña, former mayor of Denver, Colorado, strongly believes. He proudly shares how — for centuries — expectations were set high in his family. A strong connection to his heritage and a great education has made an impact on his life so much so that he believes he would not be as successful without them. As you begin to read about Federico Peña, think about:

What influences the development of Mr. Peña's personal perspective?

ACTIVATE LEARNING & LEADING

Use one or more of the following learning activities to help students apply the knowledge they developed from Federico Peña's story to their own lives and community.

Interact with the Text

- Students can read Federico Peña's speech and determine what factors contributed to the making of his personal perspective on how he should live his daily life.
- Number each paragraph in the text and ensure that students interact with the text with interactive notebook strategies (i.e., pressing questions, reactions, etc. with the reading) by assigning a minimum of one (1) interaction per paragraph.

- Have students come to a class consensus as to an accurate identification of Mr. Peña’s personal perspective(s) and influences. Afterwards, in groups of three, have them create a timeline of significant events that contributed to his personal perspective(s).
- Students can make correlations to Mr. Peña’s three recommendations and the influences of his upbringing. Have students support the correlations of the three recommendations with textual evidence from the first part of the speech.

Take Action

Students can identify their personal perspectives and influences that have shaped them to be who they are now and determine what role they can play in both a school and community setting.

Have students write a journal entry that navigates through the various influences that have shaped their personal perspective(s). Once they determine what strengths they possess, have students determine how they can be most useful to the student body of their school (i.e., member of ASB, founder of a new, non-existing club, member of the School Site Council, peer-mentor, student advocate, etc.). Similarly, have students determine how they can be most useful on a community level (i.e., adolescent community organizer, student representative on city council, student representative on the school board, volunteer at local library, police station, medical office, hospital, etc.).

Recognizing Perspectives

After reading the section on Federico Peña, make textual connections with Mr. Peña’s three recommendations to young kids to his upbringing and personal obstacles. The purpose is to understand the cause and effect of his personal perspectives and influences.

TEXTUAL EVIDENCE	RECOMMENDATIONS TO YOUNG KIDS
	1. Believe in you. Believe in yourself, what’s in your heart. Go do it.
	2. Believe in where you have come from. You have a proud history, a proud tradition. It is deep. It is rich. It will give you strength. Remember it and stick by it.
	3. Don’t forget to seek some guidance from the one above, because there will be in your journey some ups and there will be some downs... And you always need to have that guiding force in you to keep you focused straight ahead.

HOW DO YOU BUILD CONNECTIONS TO OTHERS DESPITE DIFFERENCES?

Maria Elena Salinas: News Anchor, Univision (Pages 221-229)

Communicate Ideas



ENGAGE

Do you think it is important to participate in the discussions and decisions that affect you and other people in your community? Do you trust other people to make decisions in your best interest? As a Latina journalist with an exciting new job covering local politics, Ms. Salinas ran into a problem that initially made it hard to do her job exploring the preferences of Latino voters. She learned that most Latinos in Los Angeles were not voting at all. This meant that they were not represented in local government, and even worse, it meant that Latino constituents weren't having the kinds of conversations that would help identify and elevate their priorities and concerns. Educating and activating Latino voters became a constant focus of her work and eventually made her an influential media figure in the United States.

The problem Ms. Salinas encountered showed that Latinos were an underrepresented interest group in local politics. As a member of the group, she knew she could make a difference in this issue. At the same time, she was a woman in a male-dominated industry and in a culture where sexism could undermine her ability to be seen as a leader. She had to learn to navigate the divide between the Anglo majority and the Latino minority in 1980's Los Angeles, and she also had to overcome barriers that she encountered solely because she was a woman. Despite experiencing discrimination from within her community, she used her skills and knowledge and worked to increase the participation and representation of all Latinos in politics. As you read about Maria Elena Salinas, think about:

How can you increase your participation in issues that impact your community, even when you have differences with some people?

ACTIVATE LEARNING & LEADING

Use one or more of the following learning activities to help students apply the knowledge they developed from Maria Elena Salinas's story to their own lives and community.

Share Ideas and Contexts with Diverse Audiences

The problem Ms. Salinas encountered showed that Latinos were an underrepresented interest group in local politics. Latinos were still disenfranchised (deprived of the right to vote) and not able to participate in the political process. Discuss with a partner:

- *What are some things that you cannot do because of your age, gender, or other physical characteristics?*
- *How does it make you feel when these limitations are placed upon you?*
- *What might be some ways of communicating your ideas about these limitations that could help others better understand how you feel?*

It's not easy to take a stand; especially if it means you might be made fun of or criticized or, worse, ignored. Ms. Salinas experienced all of these. Yet, she made it her life's mission to get the stories into the community that would educate and empower others to actively participate and "... take control of their destiny."

1. Survey students in your class to find out what might be the top 4-5 concerns they have about limitations that are placed on them at school (e.g., only seniors can leave campus for lunch, bathrooms are still marked girls/boys and don't consider non-binary gender students, etc.)
2. Create a series of questions around those concerns and develop a flow chart of how, who, when, and where these concerns might be addressed.
3. Working in small teams, prepare a communications campaign that would raise awareness about one or more of the identified concerns. This could take the form of an investigative article in the school newspaper, a short oral presentation at the next PTSA meeting at school, or a planned visit to interview the school board member who represents the area where your school is located to get his/her responses to your questions.
4. Publish the results of your inquiry and suggest a plan of action by posting on the school website or contact your local newspaper to submit a Letter to the Editor about your findings and possible steps for action.

Actively Listen to Others

Part of the job of being a good journalist is being a good listener. Ms. Salinas took the time to dig deep into the roots of the stories she wanted to uphold. She understood that the foundation of a well written story depended on how well she actively listened to the people whose voices she wanted to raise in the Latino community.

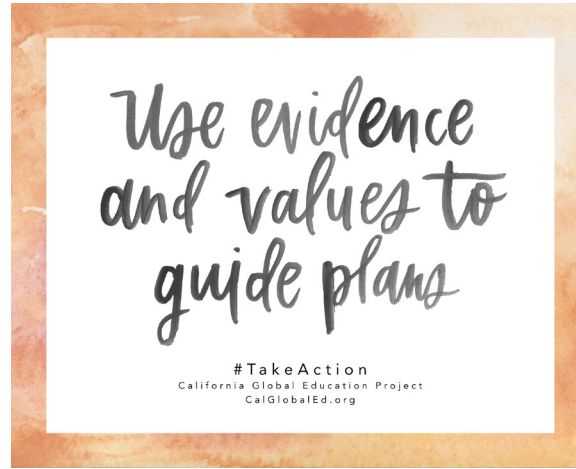
1. Listen to a story about a homeless teen in Chicago, Aaron, and how he remembers when he first shared with his teacher that he was homeless. <https://storycorps.org/stories/aaron-and-celeste-davis-carr/>
2. After hearing Aaron's story, identify 3 ways that his teacher practiced active listening skills.
3. How did practicing these skills help Aaron tell his story?
4. What evidence might you site from Aaron's story that practicing active listening is not a passive endeavor but an active one that requires more than just "hearing" the other person?

Using examples you discussed from listening to Aaron's story, create consensus around what active listening looks like, sounds like, and feels like. Post your description in class and hold each other accountable to this process whenever you are tasked with discussing and listening to one another.

HOW DOES THE PAST INFORM WHO WE ARE TODAY AND WHAT WE WISH TO ACCOMPLISH IN THE FUTURE?

Hilda L. Solis: U.S. Secretary of Labor (Pages 243-250)

Take Action



Hilda Solis has worked tirelessly in her community and at the nation's capital to provide services and supports to those people most in need. As a groundbreaking member of President Obama's Cabinet she held the title of Secretary of Labor from 2009-2013 and was the first Latina to serve as U.S. Secretary of Labor.

The experiences she had in her youth "living with a foot in two cultures" shaped her studies and career in public service. Her past continues to inform her in the work she does to improve people's futures. As you begin to read about Hilda Solis, think about this question:

How has my past informed who I am today and what I wish to accomplish in the future?

ACTIVATE LEARNING & LEADING

Use one or more of the following learning activities to help students apply the knowledge they developed from the biography of Hilda Solis to their own lives and reflect on how this may shape the way they look at the world outside of their classroom.

Use Evidence and Values to Guide Plans

Hilda Solis believes that all of us here have a responsibility to take risks and remember who brought us to the table. Read the section about Ms. Solis and explore the personal experiences which are a foundation for her beliefs. After you read, work in pairs to answer the guiding questions below and also provided in the handout Taking Action: Hilda Solis ([Appendix J](#)).

- In many ways Ms. Solis defied the expectations people had of her during her youth. Explain a few of those examples below.
- List some of the ways other people believed in Ms. Solis and encouraged her to go further than she imagined.
- What were some of the problems that Ms. Solis fought against during her career?
- What were some of the things that Ms. Solis accomplished in her public service career?

Act and Reflect Individually and Collaboratively

Have students watch *Solis's Journey*, a 28-minute interview with Secretary Solis in which she explores her identity. Students can take Deep Thoughts (**Appendix D**) notes and afterwards discuss in small groups and as a class.

- Ask students what impressions they have of Secretary Solis?
- Ask students to compare what they typically read and hear from politicians to what they read and heard from Secretary Solis.
- Ask students, "If you could be elected to represent and make changes in your community what would you do?"
- Encourage students to draft a letter to be directly sent to Secretary Solis about the issues in their community.

Act with Respect for Individual Dignity, Differences, and Human Rights

Ask students to consider their own identity by completing the Social Identity Wheel activity (**Appendix K**). The instructions and placards are in Appendix K. After students complete the identity wheel, the teacher should lead the students through the interactive activity and discussion. Students can complete a piece of art about their identity, which they will include in a letter to Secretary Solis.

Analyze Cultural Influences, Connections, and Contexts

Divide the class into small groups and instruct each group to read all three sections (Janet Murguia, Lily Eskelsen-Garcia, and Hilda Solis) and take notes in the chart as they read. Students seek and list evidence on the topics listed on the left side and place ideas in the box under each name. (See **Appendix E**.)

	JANET MURGUIA	LILY ESKELSEN-GARCIA	HILDA SOLIS
Pillars of Success			
Family			
Challenges/Barriers			
Sacrifices			
Living in Between Cultures			
Mentorship			

Students write a paragraph to reflect on the connections found between these three leaders.

WHO HAS INFLUENCED YOUR PERSPECTIVES AND IN WHAT WAYS?

Nydia M. Velázquez: Congresswoman U.S. House of Representatives (Pages 267-271)

Recognizing Perspectives



We are influenced by people, places, history, and even the media. Sometimes we may be influenced in ways we may not even notice or are unable to articulate. In other instances, it is easy to see how a family member or a community can help shape what we believe and the people we become. It is important to recognize who and what influences us, both in positive and negative ways so that we might capture all that is inspirational and reject those influences that stand in the way of the lives we hope to live. It is also important to note that we see the world from our unique individual perspective; in other words from our own position. By thinking deeply about how our personal perspectives and influences might contribute to how we understand a problem, event, or situation, we are practicing a very important aspect of global citizenship.

It is easy to see that Nydia Velázquez has thought deeply about how her childhood and lived experiences motivated her to succeed in school and ultimately have influenced what she believes about politics and government. Ms. Velázquez can certainly be characterized as a trailblazing Latina politician and a successful one, having been re-elected multiple times to Congress. She also chairs the Congressional Hispanic Caucus. As you read Ms. Velázquez's story, consider this question:

To what extent have your personal perspectives and influences been shaped in similar ways to those of Ms. Velázquez?

ACTIVATE LEARNING & LEADING

Use one or more of the following learning activities to help students think about Ms. Velázquez's story and the ways in which their personal perspectives and influences contribute to their worldview, goals, and ambitions.

Interact with the Text

Ask students to revisit the text for a 2nd read and fill out the graphic organizer ([Appendix L](#)), which provides these quotes from the text:

- "I honor my father and mother, because believe me, growing up in a rural barrio of Yabucoa with nine children, when things were really tough, my father and mother never walked away, even in the most difficult moments" (p. 268)
- "They were relentless; they understood their commitment to give us a better life, a better future, and they instilled in me the value of education. That taught me that, once I'm gone or do something else in life, that commitment is the best legacy that we can leave to our young generations." (p. 268)

- “I was able to come to New York because the government of Puerto Rico gave me a full scholarship.” (p. 268)
- “... I saw my father struggling to understand rules and regulations when he opened up his little brick shop — una fábrica de cemento de bloques — and he couldn’t understand them.” (p. 269)
- “I came to D.C., though I wasn’t supposed to be here. I was supposed to be a number, a school dropout or something else, but I wasn’t.” (p. 268)

And asks students to answer these questions about each quote:

- How might this have informed or shaped Ms. Velázquez’s future and her view about politics?
- Is there evidence from the text that supports your assumptions? If so, what?
- How does this quote make you feel?
- What do you believe has informed or influenced your perspective/feeling about the quote?
(HINT: think about people, places, your childhood, etc.)

Interacting between Texts

- Show students the short film, Making it in America, from the Global Oneness Project. Front load the video with the teacher-generated questions below so that students may contemplate them as they view.
- After viewing the film, allow students a chance to respond in writing to the questions.
- Write each question at the top of a piece of chart paper. Ask students if there should be any additional questions that are not listed. Create new questions on chart paper as needed.
- Form groups and use a rotation method to allow students the opportunity to travel to each paper. They should chart their ideas and talk with their group-mates at each poster.
- Allow time at the end for students to walk around and see each of the posters and their classmates’s insights.

Teacher-Generated Questions:

1. Compare the reasons Ms. Velázquez came to the United States to those of Alma. How might these differences influence their perspectives on the world and ultimately their life experiences?
2. What parallels are there between Ms. Velázquez’s and Alma’s “stories?”
3. How is the “tarjeta verde” or green card an important part of Alma’s story? How does this relate to Ms. Velázquez’s own life and what she proposes at the end of her story?
4. How did Alma’s childhood influence the type of experiences she wanted for her children? What evidence can we find in the film of this?
5. Ms. Velázquez says, “The buying power of Latinos is approaching almost \$1 trillion. My friends, if that is not power, what is?” (p. 269) What kind of power is she referring to? Do you believe Alma would challenge this definition of power? What kind of power do you think she wants for her children?

Take Action: Community Workshops

In the beginning of her speech, Ms. Velázquez speaks about the importance of her education. In the last paragraph of Ms. Velázquez’ story, she discusses the DREAM Act.

Allow students to choose whether they would like to research educational attainment/opportunity for first-generation or “minority” Americans OR the DREAM Act. Explain that after doing research, they will be charged with planning a 20-minute workshop for students in their feeder grade. In the workshop, they should include the following components:

- Overview of the issue, with pertinent information including challenges faced & statistics.
- An activity that asks participants to consider their perspective on the issue and what has influenced that perspective.
- Ideas for how to address challenges related to the topic (based on research and the presenter’s perspective).
- Ways one might influence the issue at a local level via government or otherwise.

Teachers as Influencers Activity

Based on your experience in education and in thinking about the importance of education in Ms. Velázquez’s life, have students recall an educator that influenced them in a meaningful way. Have students create a 1- to 2-minute speech about how this teacher influenced them, helped form their perspective about something, or maybe even changed their perspective. (If students cannot come up with an educator who has influenced them in this way, have them write a 1- to 2-minute speech on how teachers might better help students identify perspectives and why that is important.)

Invite students to present their speeches to the corresponding School Board during Open Comment.

APPENDIX A

WHY IS IT IMPORTANT TO BE PROUD OF YOUR HERITAGE?

Henry Bonilla: Congressman, U.S. House of Representatives (*Pages 1-4*)

Communicate Ideas

After reading the chapter on Henry Bonilla, fill in the chart below with quotes that were intended to reach Hispanic audiences and those that were intended to reach non-Hispanic audiences.

HISPANIC AUDIENCE	NON-HISPANIC AUDIENCE

What can you do with these messages in your own life, with your own community, and in your interactions with those outside of your immediate communities?

APPENDIX B

HOW CAN I MAKE AN EFFECTIVE IMPACT ON LOCAL ISSUES IN MY COMMUNITY?

Susan Castillo: State Superintendent of Schools, State of Oregon (*Pages 5-13*)

After reading the section on Susan Castillo, answer the following questions about her story and yourself. Show the paragraph number and page number to support your answer (Paragraph #, Page #).

<p>Castillo: Who made an impact on Castillo’s life and shaped her to be, arguably, the successful state superintendent of schools of Oregon?</p>	<p>Castillo: Find another person described in this section who has made an impact on others. Briefly explain his/her positive effect on others.</p>	<p>Castillo: Castillo shares three key areas where she feels “we need to get to work right away.” Who was her intended audience and why would they want to join her in that work?</p>
<p>Self: Who has made an impact on your life? How do you predict that impact will help to shape the person you will be in the future?</p>	<p>Self: How can you impact others in your life? In what type of setting do you see yourself impacting the most and why?</p>	<p>Self: Of the three key areas mentioned by Castillo, which one would you choose to help her with and why? What strengths do you possess to be qualified to help in that area?</p>

Use the answers from the chart above to create a map that starts where the student is today and leads to a place where the student might want to end up in life. Create “stops” or places in between the two locations (e.g., student government, volunteer work, college, family, etc.).

APPENDIX C

WHAT DOES IT MEAN TO CONTRIBUTE TO A BETTER WORLD?

Lily Eskelsen-Garcia: President, National Education Association (*Pages 45-51*)

Use Evidence and Values to Guide Plans

Lily Eskelsen-Garcia believes in the sacred duty of all educators to be professionals and to care for the whole student. Read the section and explore the personal experiences that shaped her beliefs. After you read, work in pairs to answer the guiding questions presented below:

<p>Eskelsen-Garcia: Which experiences in her childhood do you think influenced her in adulthood? Explain why.</p>	<p>Eskelsen-Garcia: When she became a teacher's aide, someone planted a "seed belief" in her that she could become a teacher. Why was it important to have others believe in her? What did that help her to go out and do?</p>	<p>Eskelsen-Garcia: As a teacher, she worked with students on all kinds of action projects inside and outside of the classroom. Describe two of them here.</p>
<p>Self: What experiences in your early life have influenced your life today?</p>	<p>Self: What is a belief that someone else has planted in you about yourself? Who is that person? What do you think that will help you to go out and accomplish?</p>	<p>Self: What kind of action projects have you participated in or would you like to participate in? What are the things you see in need of change or improvement around you?</p>

APPENDIX D

Name: _____ Date: _____ Period: _____

WRITE A MINIMUM OF 3 DEEP THOUGHTS FOR EACH SECTION

<p>!</p> <p>Wow! That's Powerful! That's Intense!</p>	
<p>?</p> <p>Huh, I don't get this? This confuses me.</p>	
<p>■ ■ ■</p> <p>Ah ha! This reminds me of...</p>	

APPENDIX E

Analyze Cultural Influences, Connections, and Contexts

Each small group reads all three sections (Janet Murguia, Lily Eskelsen-Garcia, and Hilda Solis) and takes notes in the chart below as they read. Seek and list evidence on the topics listed on the left side and place ideas in the box under each name.

	JANET MURGUIA	LILY ESKELSEN-GARCIA	HILDA SOLIS
Pillars of Success			
Family			
Challenges/ Barriers			
Sacrifices			
Living in Between Cultures			
Mentorship			

Write a paragraph to reflect on the connections found between these three leaders.

APPENDIX F

WHAT DOES IT MEAN TO HAVE A VOICE?

Maria Hinojosa: Producer, Author & Journalist (*Pages 91-103*)

Creating My Identity Interview

Interview your partner using the following questions and record their responses in this chart

What were some of the influences (social, political, economic, cultural) that have shaped your identity?	Describe one event that had a powerful impact on the development of your identity. Why was this important to you?	What might be some gaps, themes, patterns that you would like to address as you continue to create your identity?
What connections did you make between Maria Hinojosa's experiences and your own?	How might you complete this statement: "Five years from now (or any number of years), I want my identity to include..."	How will understanding who you are (our identity) help you to develop your voice?

APPENDIX G

WHAT DOES IT REALLY MEAN TO VALUE EACH PERSON IN A GLOBAL COMMUNITY?

Gloria Molina: County Supervisor Los Angeles County (*Pages 139-148*)

After reading Gloria Molina’s speech, revisit the following quotes. Identify the problem Molina faced related to being recognized as a person of value. Then, summarize what she did (in the short-term and long-term) to overcome the problem.

QUOTE FROM TEXT	What problem related to individual value does this quote suggest?	What did Molina do in the short-term and long-term to work toward overcoming the problem?
<p><i>“Tradition was part and parcel of my growing up. Certainly, my brother was expected to become a lawyer or a professional. The girls were expected to become teachers, secretaries, and moms.” (p. 140)</i></p>		
<p><i>“Unfortunately, the women of that organization were relegated to the task of mimeographing and making menudo for all of the fundraisers. Every time we wanted to raise our issues — and we had many, such as employment training, child care, higher education — we, of course, were quickly castigated and put in our place. I participated in various events, but anytime we would raise our issues, we were accused of trying to divide the movement.” (p. 141)</i></p>		
<p><i>“...I wasn’t a very engaging person at that time, a leader of any sort...” (p. 142)</i></p>		
<p><i>“We approached many of those Chicano-elected officials that we had supported all off this time, walked in and made our request that we thought we should have one of the seats in Congress. Well, we were laughed right out of the room. What was interesting about it is that we had approached various Chicana lawyers because we thought that they would be the most qualified to run. They laughed at us as well. They said it was tough enough to get a Chicano elected, let alone a Chicana.” (p. 146)</i></p>		

APPENDIX H

WHAT DOES IT REALLY MEAN TO VALUE EACH PERSON IN A GLOBAL COMMUNITY?

Gloria Molina: County Supervisor Los Angeles County (*Pages 139-148*)

Use this [website \(www.usa.gov/elected-officials\)](http://www.usa.gov/elected-officials) and the Internet (as needed) to help you identify who represents you in government. After you fill in the chart, answer the questions that follow.

PART 1:

What is the name of your city or unincorporated area?	What is the population of your city or unincorporated area?	Describe the ethnic make-up of the city/ unincorporated area. Use percentages of the total population.	Describe the demographics of the city/unincorporated area in terms of age. Use percentages of the total population.
What is the name of your state?	What is the population of your state?	Describe the ethnic make-up of the state. Use percentages of the total population.	Describe the demographics of the state in terms of age. Use percentages of the total population.

PART 2:

POSITION IN GOVERNMENT	NAME	ETHNICITY	AGE	GENDER
Who represents you on your local school board?				
Who is your city councilperson or county board supervisor?				
Who is your mayor (if applicable)?				
Who represents you in your state government (both houses)?				
Who is your federal representative in the House of Representatives?				
Who are your 2 senators who serve in the U.S. Senate?				
What other politicians represent you at the local level?				

PART 3: Reflective Questions

1. In your opinion does your local government showcase a proportionate representation of the people of your community? Why or why not? (consider gender, age, and ethnicity)
2. In your opinion does your state government showcase a proportionate representation of the people of your state? Why or why not? (consider gender, age, and ethnicity)
3. Does having a government that proportionally represents the people of that place matter? Why or why not?
4. Should we use ethnicity, gender, and age to decide if governmental officials represent their constituencies? Why or why not? In other words, do individual characteristics like gender and ethnicity really matter?
5. What other individual characteristics of our governmental representatives should be considered if we want to ensure a truly representative government?
6. Are there individuals living in the United States who are not represented by elected politicians? If so, who are they and why don't they have the same representation?

APPENDIX I

HOW DOES EDUCATION AND THE EDUCATION OF ONE'S PARENTS AND OTHER MEMBERS OF A FAMILY IMPACT YOUTH?

After reading the section on Janet Murguia with your partner, answer the following questions about Ms. Murguia and about yourself.

<p>Murguia: How has her family story “sustained her”? What aspects of her family history and her parents help to keep her strong and motivated?</p>	<p>Murguia: List some of the challenges she had at home and within society while growing up.</p>	<p>Murguia: What are some of her opinions about the importance of education? List them below.</p>
<p>Self: In what ways has your family story sustained you? What aspects of your family history helps you to stay motivated?</p>	<p>Self: List some of the challenges you have had at home and in society while growing up.</p>	<p>Self: What are your view and your family’s views of the importance of education? List them below.</p>

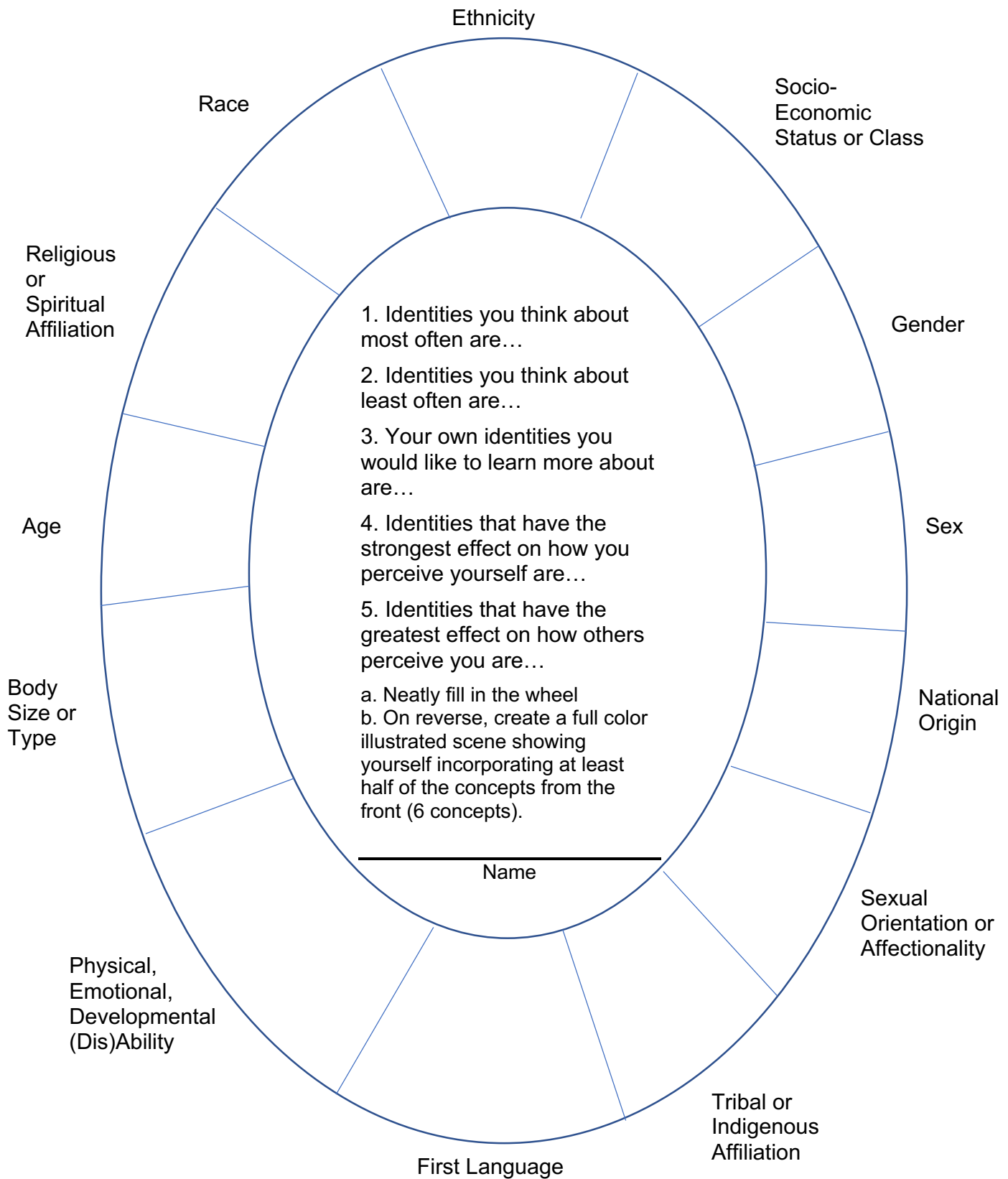
APPENDIX J

HOW DOES THE PAST INFORM WHO WE ARE TODAY AND WHAT WE WISH TO ACCOMPLISH IN THE FUTURE?

After reading with your partner, answer these questions about Ms. Solis and yourself

<p>In many ways Ms. Solis defied the expectations people had of her during her youth. Explain a few of those below.</p>	<p>List some of the ways other people believed in Ms. Solis and encouraged her to go further than she imagined.</p>
<p>What were some of the problems that Ms. Solis fought against during her career?</p>	<p>What were some of the things that Ms. Solis accomplished in her public service career?</p>

APPENDIX K



Spectrum Activity Questions: Ask students to consider multiple identities

1. Fill out a social identity wheel to begin.
2. Place placards around the room with each one listing a social identity category such as race, ethnicity, gender, sex, sexual orientation, religion, social class, ability status, nationality, first language, etc.
3. Once the wheel and the center questions in their wheel are complete, have students stand and then you read 5-6 of the questions below (one at a time).
4. Have students move to the placard that most clearly helps them answer the question. Participants should discuss with others who went to the same category why they moved to that space. Any singletons can share with other singletons and the teacher.
5. Then read the next question and repeat step #4.
6. Facilitate a large group share out at the end to allow for processing the impacts.
7. If there is time, hold conversations about dominant statuses in history and present day privileges this provides.
8. Complete the alpha/delta marks to represent on outside of the wheel.

QUESTIONS:

- *What part of your identity do you think people first notice about you?*
- *What part of your identity are you most comfortable sharing with other people?*
- *What part of your identity are you least comfortable sharing with other people?*
- *What part of your identity are you most proud of?*
- *What part of your identity did you struggle the most with growing up?*
- *What part of your identity is the most important to you?*
- *What part of your identity is least important to you?*
- *What part of other people's identities do you notice first?*
- *For what part of your identity do you feel you face oppression for most often?*
- *For what part of your identity do you feel you receive privilege for most often?*
- *For what part of your identity do you feel least comfortable with at school or work?*
- *Which of your own identities you would like to learn more about.*
- *Which identities that have the strongest effect on how you see yourself as a person.*
- *What part of your identity do you see having the most effect on your interactions with parents/children/students/teachers?*
- *What part of students' identities do you most often see affecting their interactions with you?*

ETHNICITY

SOCIO- ECONOMIC STATUS OR “CLASS”

GENDER

SEX

SEXUAL ORIENTATION OR “AFFECTIONALITY”

NATIONAL ORIGIN TRIBAL/INDIGENOUS AFFILIATION

FIRST LANGUAGE

PHYSICAL, EMOTIONAL, DEVELOPMENTAL (DIS)ABILITY

ODY SIZE/TYPE

AGE

RELIGIOUS OR SPIRITUAL AFFILIATION

RACE

APPENDIX L

WHO HAS INFLUENCED YOUR PERSPECTIVES AND IN WHAT WAYS?

Nydia M. Velázquez: Congresswoman U.S. House of Representatives

After reading Nydia Velázquez’s story once, reread it in order to fill out this graphic organizer. Read the quotes and then address the questions from columns 2 and 3. This will help you think more deeply about Ms. Velázquez’s perspectives and influences, as well as your own.

QUOTE FROM TEXT	1. How might this have informed or shaped Nydia’s future and her view about politics? 2. Is there evidence from the text that supports your assumptions? If so, what?	1. How does this quote make you feel? 2. What do you believe has informed or influenced your perspective/ feeling about the quote? (<i>think about people, places, your childhood, etc.</i>)
<p><i>“I honor my father and mother, because believe me, growing up in a rural barrio of Yabucoa with nine children, when things were really tough, my father and mother never walked away, even in the most difficult moments”</i></p>		
<p><i>“They were relentless; they understood their commitment to give us a better life, a better future, and they instilled in me the value of education. That taught me that, once I’m gone or do something else in life, that commitment is the best legacy that we can leave to our young generations.”</i></p>		
<p><i>“I was able to come to New York because the government of Puerto Rico gave me a full scholarship.”</i></p>		
<p><i>“..I saw my father struggling to understand rules and regulations when he opened up his little brick shop- una fábrica de cemento de bloques- and he couldn’t understand them.”</i></p>		
<p><i>“I came to D.C., though I wasn’t supposed to be here. I was supposed to be a number, a school dropout or something else, but I wasn’t.”</i></p>		