

Biographies of Famous Hispanics, Latinos, and Chicanos

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



El Alma de la Raza Project



Biographies of Famous Hispanics, Latinos, and Chicanos

By Kristina Riley

Grade 3

Implementation Time
for Unit of Study: 4 weeks

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

Loyola A. Martinez, Project Director

Introduction

The objective of this unit is to introduce students to the contributions of famous Hispanic/Latino/Chicano people in order to develop awareness of Hispanic culture. It aims to increase awareness of Hispanic culture among all students and, for Hispanic students, to build pride in their culture and heritage. It is hoped that this unit will help create a bridge between the various cultures in schools and build self-esteem in students of Hispanic descent.

This unit provides students with the opportunity to learn about five people of Hispanic descent and the important contributions they have made to society. The five individuals suggested are: Cesar Chavez, Simon Bolivar, Selena, Diego Rivera, and Ellen Ochoa. Each person was chosen because of the significance of their achievements.

Each student will participate in a small group that researches one famous person. Then students will individually write biographies of the specific person they studied. Each group will collectively present their reports to the class, teaching the rest of the students about the famous person they researched.

About the Author

Kristina Riley received her Masters in Education from the University of Colorado at Denver, specializing in bilingual education. Her Bachelor of Arts degree is in Spanish from the University of Oregon. She has traveled through Europe and Mexico and has lived for a time in Seville, Spain. Her work with Hispanic children in two Denver area schools has given her an appreciation of the impact that noble and heroic Hispanic role models can have on children's lives. She currently works as a third grade bilingual teacher in Denver, Colorado.

Standards Addressed by this Unit

Geography

Standard 1 Students know how to use and construct maps and other geographic tools to locate and derive information about people, places and environments.

History

Standard 1 Students understand the chronological organization of history and know how to organize events and people in the major eras to identify and explain historical relationships.

Standard 2 Students know how to use the processes and resources of historical inquiry.

Standard 3 Students understand that societies are diverse and have changed over time.

Standard 4 Students understand how science, technology and economic activity have developed, changed and affected societies throughout history.

Standard 5 Students understand political institutions and theories that have developed and changed over time.

Standard 6 Students know that religious and philosophical ideas have been powerful forces throughout history.

Reading and Writing

Standard 1 Students read and understand a variety of materials.

Standard 2 Students write and speak for a variety of purposes and audiences.

Standard 3 Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling.

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

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

Lesson 1

What will students be learning?	
Benchmark	Specifics
Students will make connections between prior knowledge and what they need to know about a topic before reading about it.	Students will identify what they know and what they want to know about the famous Hispanic they have been assigned.

What will be done to help students learn this?		
Instructional Strategies	Student Activities	Resources/ Materials
Utilize a <i>KWL</i> to assess prior knowledge and areas of interest to guide instruction.	Each student will fill in the “K” and “W” of a <i>KWL</i> . They will list what they already know and what they want to learn about their assigned person.	Copies of <i>KWL</i> grid.

Lesson 1

Famous Hispanics/Latinos/Chicanos KWL Activity

Name _____

Directions: Write what you already know (**K**) and what you want to know (**W**) about your famous Hispanic person.

Topic _____

K:What I already know _____

W:What I **want** to find out _____

L:What I **learned** after doing the activity _____

Lesson 2

What will students be learning?	
Benchmark	Specifics
Students will know how various societies have been affected by contacts and exchanges among diverse people.	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Recognize how the presence, interactions, and contributions of various groups and cultures have affected their school, neighborhood, community, and state. 2. Describe the history, interactions, and contributions of the various peoples and cultures that have lived in or migrated to the area that is now Colorado. 3. Recognize the cultural heritage represented in the classroom and the larger school community.

What will be done to help students learn this?		
Instructional Strategies	Student Activities	Resources/ Materials
Discuss the history of Colorado and the groups that have made contributions to the state and local communities.	Students will discuss the role of various groups and cultures in the development of the state of Colorado and its diverse communities.	Books on the history of Colorado.

Lesson 3

What will students be learning?	
Benchmark	Specifics
<p>Students will know how to interpret and evaluate primary and secondary sources of historical information.</p> <p>Students will be able to use comprehension strategies, such as summarizing, identifying the author's purpose, and determining the main idea.</p>	<p>Students will be able to gather historical data from multiple sources.</p>

What will be done to help students learn this?		
Instructional Strategies	Student Activities	Resources/ Materials
<p>In small groups, utilize guided reading to demonstrate how to read factual material and then take notes.</p>	<p>Students will practice reading factual material and taking notes in a guided reading/writing situation.</p>	<p>Multiple copies of various nonfiction accounts of famous people. Paper and pencils.</p>

Lesson 4

What will students be learning?	
Benchmark	Specifics
<p>Students will read literature to understand places, people, events, and vocabulary, both familiar and unfamiliar.</p> <p>Students will read literature that reflects the uniqueness, diversity, and integrity of the American experience.</p>	<p>Students will read nonfiction and fiction to extract information for their biographies.</p>

What will be done to help students learn this?		
Instructional Strategies	Student Activities	Resources/ Materials
<p>Divide students into small groups to research one famous Hispanic/Latino/Chicano. Serve as a guide and resource for individual students and small groups. (See next pages for suggestions for specific people to research.)</p>	<p>Students will read independently, individually and in small groups.</p>	<p>Multiple copies of books/articles on each famous Hispanic/Latino/Chicano individual. See Appendix for partial list of available reference materials.</p>

Lesson 4 (cont.)

What will students be learning?	
Benchmark	Specifics
<p><i>Group 1</i> Students will know how various forms of expression reflect religious belief and philosophical ideas.</p>	<p>Students will be able to give examples of forms of expression that depict the history, daily life, and beliefs of various peoples, (examples: folk tales, ballads, music, dance, and architecture). Suggestion: Selena, singer.</p>
<p><i>Group 2</i> Students will understand the impact of scientific and technological developments on individuals and societies.</p>	<p>Students will be able to identify individual achievements of scientists and inventors from the Hispanic culture and describe their achievement. Suggestion: Ellen Ochoa, Spanish astronaut.</p>
<p><i>Group 3</i> Students will identify historical figures from diverse backgrounds in the United States who have advanced the rights of individuals.</p>	<p>Students will be able to identify the civil rights contributions of individuals from the Hispanic culture. Suggestion: Cesar Chavez.</p>

What will be done to help students learn this?		
Instructional Strategies	Student Activities	Resources/ Materials
<p>Utilize small group guided and shared reading to focus on the musical contributions of Selena.</p>	<p>One group of students will research Selena.</p>	<p>Multiple copies of books and other sources of information about Selena. See Appendix for suggested sources.</p>
<p>Utilize small group guided and shared reading to focus on the scientific contributions of Ellen Ochoa.</p>	<p>One group of students will research Ellen Ochoa.</p>	<p>Multiple copies of books and other sources of information about Ellen Ochoa. See Appendix for suggested sources.</p>
<p>Utilize small group guided and shared reading to focus on the civil rights contributions of Cesar Chavez.</p>	<p>One group of students will research Cesar Chavez.</p>	<p>Multiple copies of books and other sources of information about Cesar Chavez. See Appendix for suggested sources.</p>

Lesson 4 (cont.)

What will students be learning?	
Benchmark	Specifics
<p><i>Group 4</i> Students will know how political power has been acquired, maintained, used and/or lost throughout history.</p>	<p>Students will be able to show how individuals have gained, lost, or maintained political rights, freedoms, power, or cultural identify in the history of a community, region, or state. Suggestion: Simon Bolivar.</p>
<p><i>Group 5</i> Students will know how various forms of expression reflect religious belief and philosophical ideas.</p>	<p>Students will be able to give examples of forms of expression that depict the history, daily life, and beliefs of various peoples, (examples: folk tales, ballads, music, dance, and architecture). Suggestion: Diego Rivera, artist.</p>

What will be done to help students learn this?		
Instructional Strategies	Student Activities	Resources/ Materials
<p>Utilize small group guided and shared reading to focus on the political contributions of Simon Bolivar.</p>	<p>One group of students will research Simon Bolivar.</p>	<p>Multiple copies of books and other sources of information about Simon Bolivar. See Appendix for suggested sources.</p>
<p>Utilize small group guided and shared reading to focus on the artistic contributions of Diego Rivera.</p>	<p>One group of students will research Diego Rivera.</p>	<p>Multiple copies of books and other sources of information about Diego Rivera. See Appendix for suggested sources.</p>

Lesson 5

What will students be learning?	
Benchmark	Specifics
Students will know how to use maps and other geographic tools to acquire, process, and report information from a spatial perspective.	Students will be able to display information (country, state, and city) on a map and identify places on a globe.

What will be done to help students learn this?		
Instructional Strategies	Student Activities	Resources/ Materials
Demonstrate your own city, state, and country of birth on a globe and then on a map. Have every student find their city, state, and country of birth on a globe and map.	Students will locate the city, state, and country of birth of their famous person as well as their current place of residence on a globe or map.	Globes, blank map of North and South America, posted world map.

How will students apply what they are learning?

Performance Task	Scoring Rubric
<p>Instructional Information Before students begin this task, practice locating cities, states, and countries on blank maps.</p> <p>Benchmark Students know how to use maps and other geographic tools to acquire, process and report information from a spatial perspective.</p> <p>Task On a blank map, locate and write the city, state, and country of birth of your famous person. Then locate and write your current place of residence (city, state, and country) on the map.</p>	<ol style="list-style-type: none">4. Indicated with a high degree of accuracy the city, state, and country of birth of their famous person on a blank map. Also indicated with a high degree of accuracy their current place of residence (city, state, and country) on a blank map.3. Indicated with fair accuracy the city, state, and country of birth of their famous person and their current place of residence (city, state, and country). There are a few errors or missing information.2. Most of the information provided is erroneous or there is a great deal of missing information.1. Demonstrated a lack of understanding of the task.

Lesson 6

What will students be learning?	
Benchmark	Specifics
<p>Students will recognize, understand, and use formal grammar in speaking and writing.</p> <p>Students will apply formal usage in speaking and writing.</p> <p>Students will demonstrate correct punctuation, capitalization and spelling.</p> <p>Students will plan, draft, revise, proofread, edit and publish written communications</p>	<p>Students will apply writing skills in writing biographies.</p>

What will be done to help students learn this?		
Instructional Strategies	Student Activities	Resources/ Materials
<p>Serve as a guide and resource.</p> <p>Use peer editing and teacher conferences in the editing step of the writing process.</p>	<p>Students create their own individual biographies of their assigned person.</p> <p>Students will read and edit each other's work and consult with their teacher on their writing.</p>	<p>Various reading sources on each person. See Appendix.</p> <p>Writing notebooks</p>

Lesson 7

What will students be learning?	
Benchmark	Specifics
Students will use chronology to organize historical events and people.	Students will create a timeline that shows events in sequence, using months and years, including at least 10 highlights from the life of their famous person.

What will be done to help students learn this?		
Instructional Strategies	Student Activities	Resources/ Materials
Demonstrate how to create a timeline with your own personal history.	<ol style="list-style-type: none"> 1. Students will create a timeline of 5–10 major events in their famous person’s life. 2. As a culminating activity, students will create a timeline of the birth, death, and 3–5 major events in the lives of each of the famous people presented. 	Various examples of timelines, tag board paper in long strips, rules, pencils, and markers.

Lesson 8

What will students be learning?	
Benchmark	Specifics
Students will paraphrase, summarize, organize, evaluate, and synthesize information.	Students will create a table of contents for their biography.

What will be done to help students learn this?		
Instructional Strategies	Student Activities	Resources/ Materials
Have students find the table of contents in various books. Discuss the importance of the table of contents in each example. Demonstrate how to create a table of contents for a piece of written work.	Students create a cover and table of contents for their biographies.	Examples of tables of contents from various books, writing paper.

Lesson 9

What will students be learning?	
Benchmark	Specifics
<p>Students will use appropriate technologies to access, process, and communicate information for a variety of purposes.</p> <p>Students will use the most appropriate method, handwriting or word processing, to produce a product that is legible.</p>	<p>Students will be able to use appropriate technologies to refine language skills and support the writing process, including prewriting, drafting, revising, editing, and publishing.</p>

What will be done to help students learn this?		
Instructional Strategies	Student Activities	Resources/ Materials
<p>Use the computer lab to allow students to publish their biographies.</p>	<p>Students will publish their written biography on a computer.</p>	<p>Computers.</p>

How will students apply what they are learning?

Performance Task	Scoring Rubric
<p>Instructional Information Go over checklist with students, using examples of each required element.</p> <p>Benchmark Students will paraphrase, summarize, organize, evaluate, and synthesize information.</p> <p>Task Students will use a checklist to assess whether their biographies contain all of the required elements and will review their own work for accuracy and standards of written language.</p>	<ol style="list-style-type: none">4. Biography contains cover page, table of contents, timeline, and map; it is of appropriate length; the content is accurate; and it meets or exceeds standards for content and written language.3. Biography contains all the elements, but it does not meet standards in content, length or written language.2. The biography lacks at least one of the required elements.1. Demonstrated a lack of understanding of the task.

Famous Hispanics/Latinos/Chicanos Biography Checklist

Name _____

Directions: See if your biography is complete by using this checklist.
Put a check ✓ in the box only if you can answer **yes** to the question.

- Does your biography have a cover page?
- Does it have a table of contents?
- Does it have a timeline?
- Does it have a map?
- Is it long enough?
- Did you edit and revise your biography?
- Is it published using a computer?

Make sure all your boxes are checked off!

Lesson 10

What will students be learning?	
Benchmark	Specifics
<p>Students will be able to write and speak to peers, teachers and the community.</p> <p>Students will prepare written and oral presentations.</p>	<p>Students will present their biographies of famous Hispanics/Latinos/Chicanos to the class.</p>

What will be done to help students learn this?		
Instructional Strategies	Student Activities	Resources/ Materials
<p>Model an oral presentation integrating the use of written materials, maps, timelines, and other collected or created artifacts.</p>	<p>Students will orally present their biographies of their famous people to the class, including a summarizing their written materials, maps, timelines, and other collected or created artifacts.</p>	

Suggested Reading List for Students

Books on Cesar Chavez:

- Altman, Linda Jacobs. *Cesar Chavez*. California: Lucent Books, 1995.
- Collins, David R. *Farmworker's Friend: The Story of Cesar Chavez*. Minneapolis: Carolrhoda, 1996.
- Concord, Bruce W. *Cesar Chavez*. New York: Chelsea House, 1992.
- De Ruiz, Dana Catharine. *La Causa: The Migrant Workers' Story*. Austin: Raintree Steck-Vaughn, 1993.
- Franchere, Ruth. *Cesar Chavez*. New York: Crowell, 1970.
- Marvis, Barbara J. *Famous People of Hispanic Heritage: Contemporary American Success Stories*. Volume 2. Maryland: Mitchell Lane, 1996.
- Nagel, Rob and Sharon Rose. *Hispanic American Biography*. Volume 1. International Thomson Publishing Co., 1995.
- Roberts, Maurice. *Cesar Chavez and La Causa*. Chicago: Childrens Press, 1986.
- Rodriguez, Consuelo. *Cesar Chavez*. New York: Chelsea House, 1995.
- Suntree, Susan. *Hispanics of Achievement*. New York: Chelsea House, 1993.
- Whire, Florence Meiman. *Cesar Chavez: Man of Courage*. Illinois: Gerrard Publishing Co, 1993.

Books on Diego Rivera:

- Braun, Barbara. *A Weekend with Diego Rivera*. New York: Pizzoli, 1994.**
- De Ruiz, Dana Catherine. *La Causa: The Migrant Farm Workers' Story*. Austin: Raintree Steck-Vaughn, 1993.

Books on Diego Rivera (continued):

- Gleiter, Jan. *Diego Rivera*. Milwaukee: Raintree Publishing, 1989.
- Goldstein, Ernest. *The Journey of Diego Rivera*. Minneapolis: Lerner Publishing, 1996.
- Hargrove, Jim. *Diego Rivera: Mexican Muralist*. Chicago: Childrens Press, 1990.
- Holland, Gini. *Diego Rivera*. Texas: Steck-Vaughn, 1997.
- Jauregui, Diego. *Diego Rivera*. Mexico, D. F.: Centro de informacion y desarrollo de la comunicacion, 1990. (Spanish)
- Shirley, David. *Diego Rivera*. New York: Chelsea House, 1995.
- Suntree, Susan. *Hispanics of Achievement*. New York: Chelsea House, 1993.
- Venezca, Mike. *Diego Rivera*. Chicago: Childrens Press, 1994.
- Winter, Jonah. *Diego Rivera*. New York: Knopf, 1991.

Books on Ellen Ochoa:

- Marvis, Barbara J. *Famous People of Hispanic Heritage: Contemporary American Success Stories*. Volume 1. Maryland: Mitchell Lane, 1996.
- Morey, Janet Nomura and Wendy Dunn. *Famous Hispanic Americans*. New York: Cobbelhill Books, 1996.
- Nagel, Rob and Sharon Rose. *Hispanic American Biography*. Volume 2. International Thomson Publishing Co., 1995.
- St. John, Jetty. *Hispanic Scientists*. Mankato, MN: Capstone Press, 1996.
- Stille, Darlene R. *Extraordinary Women Scientists*. Chicago: Childrens Press, 1995.

Suggested Reading List for Students (cont.)

Books on Selena:

Brawley, Ernest. *Selena*. New York: Atheneum, 1979.

Marvis, Barbara J. *Famous People of Hispanic Heritage: Contemporary American Success Stories*. Volume 4. Maryland: Mitchelllane, 1996.

Selena : The Original Motion Picture Soundtrack. [sound recording] Hollywood: EMI Latin, 1997.

Wheeler, Jill C. *Selena: The Queen of Tejano*. Minneapolis: Adbo and Daughters, 1996.

Books on Simon Bolivar:

Adler, David A. *A Picture Book of Simon Bolivar*. New York: Holiday House, 1992.

Greene, Carol. *Simon Bolivar*. Chicago: Childrens Press, 1989.

Syme, Ronald. *Bolivar: The Liberator*. New York: Morrow, 1968.

Young, Bob and Jan. *Simon Bolivar: The George Washington of South America*. New York: Hawthorne, 1968.

Suggested Reading List for Teachers

Books on Cesar Chavez:

Ferriss, Susan. *The Fight in the Fields: Cesar Chavez and the Farmworkers*. New York: Harcourt Brace, 1997.

Gonzales, Doreen. *Cesar Chavez: Leader for Migrant Farm Workers*. Springfield, NJ: Enslow Publishers, 1996.

Griswold del Castillo, Richard. *César Chávez: A Triumph of Spirit*. Norman, OK: University of Oklahoma Press, 1995.

Holmes, Burnha. *Cesar Chavez: Farm Worker Activist*. Austin, TX: Raintree Steck-Vaughn, 1994.

Books on Diego Rivera:

Cockcroft, James E. *Diego Rivera*. New York: Chelsea House, 1991.

Gonzales, Doreen. *Diego Rivera: His Art, His Life*. Springfield, NJ: Enslow Publishers, 1996.

Rivera, Diego. *Diego Rivera: A Retrospective*. New York: Norton, 1986.

Rivera, Diego. *Diego Rivera: The Cubist Years*. Phoenix: Phoenix Art Museum, 1984.

Wolfe, Bertram David. *The Fabulous Life of Diego Rivera*. New York: Stein and Day, 1963.

Books on Ellen Ochoa:

Marvis, Barbara J. *Famous People of Hispanic Heritage: Contemporary American Success Stories*. Volume 1. Maryland: Mitchelllane, 1996.

Morey, Janet Nomura and Wendy Dunn. *Famous Hispanic Americans*. New York: Cobbelhill Books, 1996.

Books on Ellen Ochoa (continued):

Nagel, Rob and Sharon Rose. *Hispanic American Biography*. Volume 2. International Thomson Publishing Co., 1995.

St. John, Jetty. *Hispanic Scientists*. Mankato, MN: Capstone Press, 1996.

Stille, Darlene R. *Extraordinary Women Scientists*. Chicago: Childrens Press, 1995.

Books on Selena:

Novas, Himilce *Remembering Selena: A Tribute in Pictures and Words*. New York: St. Martin's Press, 1995.

Patoski, Joe Nick. *Selena: como la flor*. Boston: Little, Brown and Co. , 1996.

Richmond, Clint. *Selena! The Phenomenal Life and Tragic Death of the Tejano Music Queen*. New York: Pocket Books, 1995.

Wiley, Gordon Randolph. *Selena*. New York: Walker, 1993.

Books on Simon Bolivar:

Adams, Jerome R. *Liberators and Patriots of Latin America: Biographies of 23 Leaders*. North Carolina: McFarland and Co., 1991.

Baker, Nina Brown. *He Wouldn't Be King: The Story of Simón Bolívar*. New York: Vanguard Press, 1941.

Johnson, John J. *Simón Bolívar and Spanish American Independence*. Princeton, NJ: Van Nostrand, 1968.

Yenne, Bill. *One Hundred Men Who Shaped World History*. San Francisco: Bluewood Books, 1994.