

Key Question

What impact have Hispanic Americans had in the United States?

Vocabulary

Academic vocabulary: *individual (n.), involved (v.), position (n.), produced (v.), represented (v.), roles (n.)*

Discuss each academic vocabulary word with students. Point out the use of each word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word. Hang these posters in the classroom for students to see and refer to as they encounter the words within other texts, lessons, and assignments.

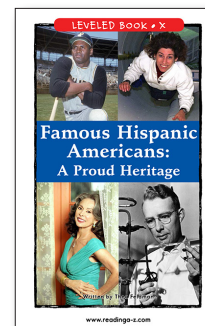
Story words

- *achievements (n.), citizens (n.), culture (n.), diverse (adj.), heritage (n.), Hispanic (adj.)*

Enrichment words

- *contributed (v.), descent (n.), generations (n.), immigrants (n.), minorities (n.), opportunity (n.)*

Go to VocabularyA-Z.com for a pre-made vocabulary lesson for *Famous Hispanic Americans: A Proud Heritage*.



Ask and answer questions

Model a think-aloud while reading the first few pages of the story. Pose questions, ideas, or wonderings you have and model writing them in the margin of the book. While they are reading, have students annotate the text by writing questions or wonderings. After reading, have students discuss their annotations with a partner.

Text features: Analyze charts

Locate the chart on page 6. Explain that bar graphs are a way to present information. They allow readers to quickly compare information. Ask students what the overall topic of the bar graph on page 6 is. Then, have students identify that the population of Hispanic Americans has continued to increase since 1930, from 1.3 million to 50.5 million. Ask students what information they notice about the data.

Graphic organizer: Elements of a biography

Have students complete the elements of a biography [graphic organizer](#). Model and discuss how to complete the organizer by locating the biographical information in the text.

Text-dependent questions

Next to each answer, have students write the page number(s) where they found information to answer the questions.

- *Explain the differences between the terms Latino and Hispanic.* (level 2)
- *How many Cuban Americans currently live in the United States?* (level 1)
- *Name two Hispanic Americans who made contributions as artists.* (level 3)
- *What steps do immigrants need to take to become a US citizen?* (level 2)
- *Why are some Hispanics from Mexico not immigrants?* (level 2)

Response to reading

Have students cite specific evidence from the book to answer the key question.

Name _____

Instructions: In the chart below, list information from the book that reflects the birthplace, accomplishments, and influence of each famous Hispanic American.

| | Birthplace | Accomplishments | Influence |
|------------------|------------|-----------------|-----------|
| Luis W. Alvarez | | | |
| Roberto Clemente | | | |
| Andy Garcia | | | |
| Roberto Garza | | | |
| Rita Moreno | | | |

Name _____

Instructions: In the chart below, list information from the book that reflects the birthplace, accomplishments, and influence of each famous Hispanic American.

| | Birthplace | Accomplishments | Influence |
|------------------------|------------|-----------------|-----------|
| Antonia Coello Novello | | | |
| Ellen Ochoa | | | |
| Oscar de la Renta | | | |
| Frank Romero | | | |
| Sonia Sotomayor | | | |