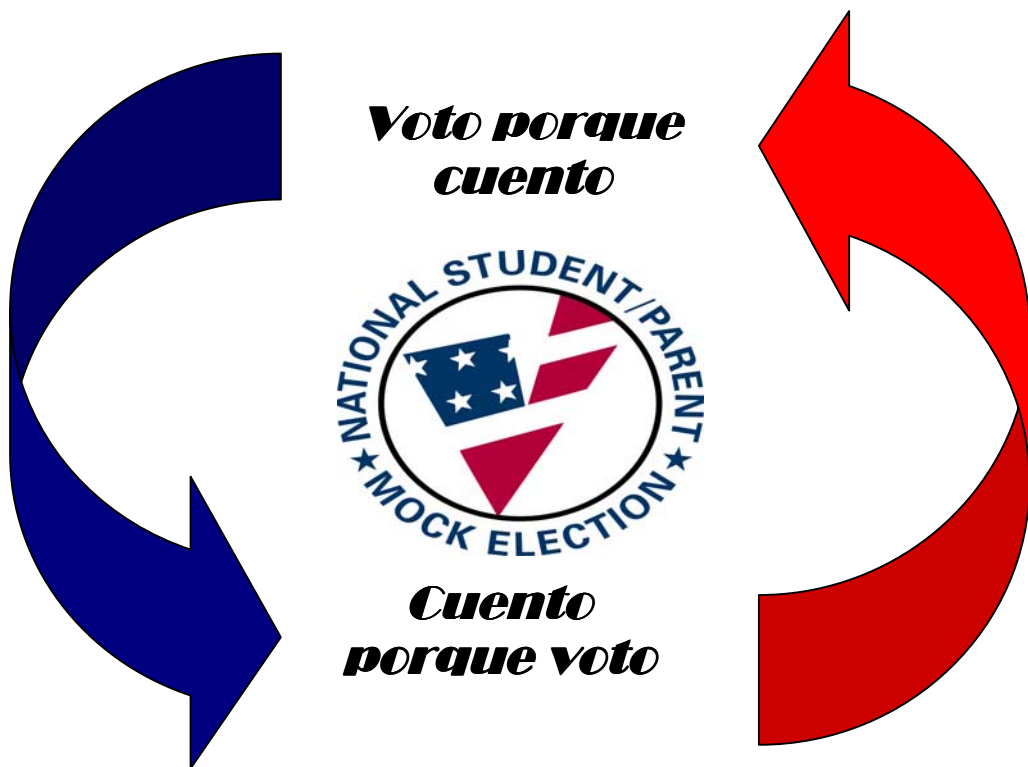


The National Student/Parent Mock Election Presents ¡Cuentame!

*An Innovative Bilingual
Oral History Project*



**The National Student/Parent Mock Election
P.O. Box 36653
Tucson, AZ 85704**



¡Cuéntame! Tell Me a Story!

TEACHER
GUIDE

¡Cuéntame!

Dear Teachers: Welcome to the wonderful new world of **¡Cuéntame!** It is a bilingual component of the free curriculum provided by the National Student/Parent Mock Election to teach your students the skills and attitudes that prepare them for active citizenship. (For additional Mock Election information, curriculum, and lesson plans, see www.nationalcmockelection.com. Cuentame provides the tools and materials needed to teach this exciting new voter education program to your students. It is a program that is vitally important, rich in content and teacher-friendly.

We hope that you will incorporate this curriculum into what we know is already a busy and content-filled year. Participating in the **¡Cuéntame!** program will both enrich your teaching and provide you with the opportunity to serve in a leadership capacity as the program is implemented in other schools. We will need the benefit of your experience working with this project so that it can be refined and finalized for broader distribution. We ask you to evaluate the experience by logging into our website. You will be recognized in the acknowledgement section for your willingness to participate, along with receiving other forms of public appreciation.

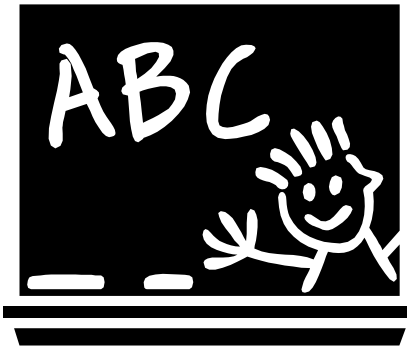
Voter education is a critical role for schools because it represents an important road to citizenship and participation in the democratic process. This is the key to bringing vital benefits and resources to the local community, including to our schools. The topic is relevant and can be incorporated at all grade levels, to one or another degree.

As for teaching the content, it offers extraordinary opportunity for teacher creativity. At the same time, it is presented with a step-by-step description of what you can do to implement it—a real "how-to". Once you have read through and considered the attached document which describes the program and its goals in detail, and once you have looked over the lesson plan, you should be able to begin the implementation process, using your own pace, delineating the lessons as you determine, and building in other, related activities as you choose.

We hope that the results of this activity will be so moving and so spectacular that you will be able to use them for a community and all-school presentation. We would like you to videotape the students making their presentations or presenting at a community event. Video clips with full credit to you and your school may be used as part of the nationally televised coverage of the Mock Election. Here again, participating teachers will be recognized for being on the cutting-edge of an exciting new program that has real implications for our students' future and that of our nation.

For resource information and support, contact:

The National Student/Parent Mock Election at nspme@qwest.net or nspme@aol.com.



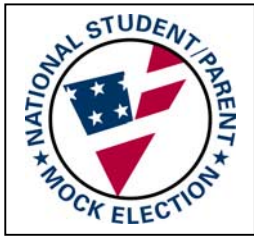
Learning Objectives

¡Cuéntame! introduces a learning model that builds critical thinking and participatory skills that enhance student understanding of civic life and citizenship rights and responsibilities. The learning experiences of ¡Cuéntame! leads students to:

- Appreciate and respect the diversity that is such a rich aspect of American society.
- Become aware of principles basic to American constitutional democracy.
- Reflect on the disparities between ideals and reality in American political and social life.
- Understand the role of a citizen in the American democracy, including the meaning of citizenship and personal and civic rights and responsibilities.
- Understand the relationship of voting to maintain our personal and political rights and freedoms.
- Develop critical thinking skills and the means to form a personal opinion.
- Reflect metacognitively on their own learning styles and experiences.

These objectives are in compliance with national standards for the teaching of civics and government for grades 9-12. **The program that you're about to implement meets cutting-edge standards for effective instructional delivery. This program:**

- **Integrates a wide range of content areas** and disciplines (social studies, reading, writing, speaking, psychology, etc.).
- **Is consistent with learning theory.**
- Allows for the **construction of learning** (students draw conclusions and form opinions and perspectives based on their own experience – the interview).
- **Fosters critical thinking** in students for now and the future.
- **Incorporates metacognition** – the opportunity for students to reflect on their own learning skills, competencies and style. The premise here is that if they are more in touch with their own learning style and needs, they will be better prepared to advocate for themselves. They should be able to help design learning programs that are most compatible with their learning goals, needs, skills and style. (Wouldn't it be helpful for a student to be able to say, "Well, I didn't learn it so well when I heard it, but I'm sure if I saw it in writing, or heard it a few more times, or had a chance to take notes on it, I'd learn it very well." That's the goal of the new emphasis on metacognition. It's what the late Dr. Robert Smith referred to as learning how to learn.
- **Fosters a spirit of collaboration** and teamwork and builds communication and leadership skills.
- **Engages students in an inquiry process**, where they must both find and organize information, draw some conclusions and ultimately, form an opinion based on their inquiry.
- Lends itself well to a **rubric process for evaluation of learning**. *Every* learning engagement that is worth teaching is worth evaluating. There are many skills and competencies that are strengthened through this process and are measurable if we have appropriate criteria.



Purpose, Goals, and Activities

The National Student/Parent Mock Election is the largest voter education project in the country. It is designed to teach students and their parents about the voting process and the benefits of civic participation by involving them in realistic simulations of all aspects of the electoral process. In the last general election, more than 6 million elementary, middle school, and high school students and some of their parents cast votes for national and state candidates and voiced their opinions on several important social problems facing America.

Students of all ages from kindergarten through high school and their parents and grandparents are allowed to participate and vote. Since U.S. citizenship is NOT a necessary requirement for voting on state and national candidates in the Mock Election, participation in the voting simulation is good practice for future citizens. Students may participate in debates, issue forums, press conferences, candidate nights, rallies, and inaugural balls as part of the Mock Election in their school. On Mock Election Day, November 2—five days before the General Election—millions of students and their parents will watch national coverage from Election Central and state election headquarters around the country as the votes are tallied and winners announced.

Cuéntame, ¿porque tengo que votar?

Cuéntame, dime tu historia.

¡Cuéntame!

Porque yo tengo voz,

Tengo valor,

Tengo ideas!

Tell me, why should I vote?

Tell me your story.

Count me!

Because I have a voice...

Because I have value

Because I have ideas.

Cuénta-en-me! Para oírte

Cuénta-en-me! Para decirte

Cuénta-en-me Para votar!

Count on me...to listen

to tell you

to vote

Yo cuento porque voto.

Yo voto porque cuento.

I count because I vote.

I vote because I count.

With an estimated U.S. population of 21 million, Hispanics are the fastest growing segment of the population, yet they have one of the lowest voter participation rates. Only two-fifths of eligible Latinos register to vote, and less than half of these registrants show up at the polls. The National Student/Parent Mock Election decided a targeted campaign is needed to attract Hispanic youth and children and train them to participate in the political process from an early age. Only early intervention can reverse these alarming trends.

The Mock Election's innovative response to this problem is ¡Cuénteme! a bilingual, multicultural outreach program for children in grades K-12 and their parents. The project incorporates a three-pronged approach to promoting civic involvement among Hispanic youth and their families. The first component is a promotional campaign, involving Latino celebrities and Hispanic media outlets. The second component is a school-based program with activities for interactive learning, including candidate forums, debates, and a Mock Election. The third component is a bilingual, multicultural curriculum that provides content, including teachers' guides for the suggested activities.

¡Cuéntame!, which can be variously translated as "count on me," "count me in," or "tell me a story," is designed to engage students and parents in the electoral process through an appeal to the value systems traditional in Hispanic cultures. Eventually, a curriculum will be developed for each of these three meanings. In addition to the intergenerational learning and exchange through story telling of this component, future segments will focus on personal accountability and decision making and inclusion in the political and electoral processes.

The curriculum that follows has been successfully pilot tested in two Chicago High Schools. This portion of the curriculum is a storytelling component for use at the middle school and secondary school levels. Other components of the curriculum, as well as the national media campaign, will be launched later.



Lesson Plan for ¡Cuéntame!

There are three primary "product" goals for this pilot effort.

1. A document prepared by students that reflects an oral history interview that they conducted with a parent, older relative or friend, who has come to this country as an immigrant. (Interview questions provided)
This will be the highest priority. Without it, the other two goals cannot be met. Students will write up their interviews using a pre-designed format. Students will present the results of their interview to their classmates. (Presentation Talking Points provided.)
2. Each student's interview report can be further processed. The content of the interview could inspire a short story, a poem, a dramatic skit, a poster, slogan, or song. These creative work products can be showcased at an all-school, public event, to which the media, political figures, and local celebrities, and members of the community can be invited.

The creative works will depict something moving learned from the interview. Students may work creatively on their own interview or collaborate on the material gathered by a classmate that has particular appeal or interest. These projects can be very imaginative; they can reflect some insight that the student gained from the interview or something shared by the interview subject. This could be the start of a wonderful traveling multicultural art exhibit. It's expected that you will design and coordinate such an event according to your own resources, timetable, and the interests of your schools.

3. A videotape of the presentations, including presentations and interviews with teachers and parents, that can be used to promote the program with other schools and teacher groups. We also believe that this video documentary should be useful in bringing additional resources to an individual school from foundations and the private sector as a means to support our social studies, citizenship and voter education efforts.

Time commitment for teachers:

Two (2) hours per week of instructional contact time dealing with the topics and the interview. Especially for bilingual and ESL students, one hour should be spent on vocabulary development related to the content and how this ties into the interviews with people who came to this country from elsewhere seeking additional freedoms and the privileges and responsibilities of democracy. The second hour of the week should be spent dealing directly with the interviews. Check progress, integrate writing and speaking skills, and address issues of format. Most importantly, you'll want to know how this exercise is affecting their attitudes and values related to voting.

Activities and strategies will play out differently depending on age, grade and language proficiency of student/s.

Suggested Strategies

Introducing the Concept of Voting

**Week 1:
Section A**

*What is
Voting?*



- a. Introduce the concept of voting as a part of being a free country.
- b. Write the word "Vote" on the board.
- c. Ask students who want to talk about politics (or "schoolwork"— that will go down to defeat) to raise their hands.
- d. Once the idea is defeated, you can say, "Okay, we aren't going to talk about that. But we are going to talk about what you just did." "You voted."

Process Questions: (To the extent possible, write answers on board or newsprint.)

1. What does voting mean? (Emphasize that it's about decision-making)
2. What happens if a decision has to be made and there is no voting? (One person or a small number make the decisions for everyone)
3. Why is voting better? (More people have a say.)
4. So then, is it important to vote? Why?
5. Who can vote? (Any U.S. citizen 18 or older, not convicted of a felony.)
6. Should everyone who can, vote? Why?
7. When? (When opportunity presents itself.) (Here talk briefly about the many opportunities to vote, but use the 2000 presidential election as a focus and try to stay basic).

Tell them they and their parents will have a chance to vote for state and national candidates in the National Student Parent Mock Election on November 2. They do not need to be citizens to vote in the Mock Election. Their votes will be tallied and the results broadcast on national TV.

Ask here, if anyone knows anyone who came to this country because it meant that they could vote. (Emphasize here that voting is considered the greatest freedom).

Here's a good place to introduce the vocabulary piece in both English and Spanish.

Interview and Oral History

**Week 1:
Section B**

*Interview &
Oral History*



- a. **Introduce interview and oral history** concepts.
- b. **Help them define the terms** (see attached glossary).
- c. **Demonstrate** by writing an interview question on the board, using a student as the interview subject.
- d. **Ask the question** and listen to the response. (Avoid questions that can be answered with a simple yes or no.)

Sample question: "Can you tell us about someone who came here from another country?" (Can be asked in English and Spanish). Let the interview subject know that you will be writing down what she says.

Write the student's answer on the chalkboard or newsprint.

Explain that this (the interview) will be an activity that they will do outside of school.

Tell them that they will choose a person to interview whom they know came to the U.S. from somewhere else. (Thus includes U.S. Territories abroad, such as Puerto Rico and the Virgin Islands.) Explain that the purpose of the interview is to find out why the person came here and to try to find out what the idea of life in a democracy means to that person.

Ask students to talk about their own ideas about life in a democratic nation.

Help them become conversant on these ideas and topics:

- Freedom to attend a free public school
- Freedom to work and provide for one's family
- Freedom to make your voice heard in your community (Freedoms of speech and expression)
- Freedom of conscience (Freedom to believe what you choose, including religious freedom)
- Freedom to be represented in the government
- Freedom to vote for leaders and ideas

Distribute interview tools: The questions and the reporting form

Review questions and make sure all students can read all questions, in both English and Spanish.

For practice: Have each student come up with another and ask one of the questions as though it were an interview.

Remind students to practice reading the questions in both English and Spanish.

Assign students the selection of their interview candidate by the next class section.

Preparing for the Interview

**Week 2:
Section A**

*Dealing with
Difference*



- a. **Review the questions** with students, in English and Spanish.
- b. **Ask students to share** orally with the group whom they selected and why. (To be sensitive to the fears of community members who may be undocumented aliens, students may pick a fictitious name to disguise the identity of their subject.)
- c. **Ask them to write two or three or four sentences** about why they picked this person and what they think they'll find out from the person. (This provides practice with the process, since we do want them to create written reports based on their interviews)
- d. Ask them to think about what some **differences** might be **between themselves and their interview subject?**

- e. **Can people with differences help each other?**
- f. What are **some examples** of people who are different being able to help each other? (Here they might even draw an illustration of their example.)
- g. Introduce the notion that the U.S. has many, **many different cultural groups** or ethnicities from many, many different countries and territories.
- h. Ask them if this is a **good thing** and why or why not.
- i. Ask them **why they think so many people come** to the US from other places?

Tell them that they should conduct their interviews right away so that at the second session of the week, they will begin to write them up.

Taking Notes & Other Practice

**Week 2:
Section B**

Note Taking Skills



- a. **Explain** the process for **taking notes** during the interview. (Remind them: They don't have to write in full sentences, capitalize or punctuate. They must just write enough so that when they go to write it up, their notes make sense to them.)

Demonstrate this using the same question from session 1: Write the answer in note form, then convert it to a good set of sentences that respond to the question.
- b. **Practice and demonstrate:** Have a student ask another student one of the questions. Student B should answer even if s/he has to make something up.
- c. Ask everyone to **take notes** during the answer.
- d. Have students convert their notes into a couple of sentences and share with the group.

Review interview progress:


Say that by this point, everyone should have conducted his or her interview. If they haven't, they must do it between this class and the next one, transcribe their notes to the report form and be ready to present them at the last class, and turn them in to you for feedback. **Look at the status of the interviews again** and remind students that for the next class on this topic, they will present their interview to the class, responding to all the interview questions, and hopefully being ready for videotaping (this video taping session can be considered a practice taping just to give the students, teachers

and parents a chance to get comfortable with what they have to say. Remind them of the time constraints and that they must limit their presentations to x minutes (your call).

Presentation Guidelines

Week 3
Section A

*Presentation
Guidelines*



- a. Have students **practice being before a group** by giving them something to read. Or ask them to select something to read to the group.
- b. As they read, talk to them about **going slowly, enunciating** well, and making **eye contact** with their audience.
- c. Using the worksheet provided, help them to **create a note card** that has their "talking points" on it.
- d. **Explain** what is meant by "talking points."
- e. Encourage them to just **use their "talking points"** in their presentation so that they are not inclined to read their report to their audience.


- f. Talk to them about the importance of **being relaxed** when they give their presentation.
- g. Help them **time themselves** so they can get in all of their major points without going over the allotted time.
- h. Remind them to **practice at home** with family members.
- i. Remind them to **say the name of their interview subject** and to provide one or two sentences about **why they chose** that person.

Presentations

For those who are comfortable, make a videotape of their presentations. Teachers should ask some thoughtful questions after each presentation (perhaps just one, in the interest of time) and will find something affirming to say about each one.

Week 3
Section B

*Student
Presentations!*



- a. Ask students how they would **feel about presenting in front of a larger audience** students, teachers, parents, and perhaps some outsiders.
- b. **Ask students** what some of the **best things** were about the project.
- c. Ask them what **impact or effect this work will have on their "behavior" as citizens**. Did they learn any new reasons why voting is important?
- d. Be sure you write their answers on newsprint. Use one page for each question. Later, you or a student can transcribe this component onto a document and perhaps use it in videotaping. All comments will be collected by NSPME and used for project evaluation. Results will be shared with participants.

Have students begin thinking about how they might convert their interview report into a short story, skit, poem, song, or poster and slogan, depicting what they learned about the benefits of democracy and voting. The creative products can be presented at a community event prior to the Mock Election on November 2.

**Voto
porque
cuento**



**Cuento
porque
voto**

**¡Cuéntame!
Tell Me a Story!**

**STUDENT WORKSHEETS
HOJAS DE TRABAJO PARA ESTUDIANTES**

Oral History Project

Except for Native Americans who have lived on this continent for thousands of years, everyone in America came here from somewhere else. The assignment is to learn something about the experience of someone who came to the United States from another country or territory abroad by interviewing a family member or an older member of your community.

You should learn something about what living in the United States has meant to them and how it has changed their life. Because they experienced life in another land that may have been very different from life in America, immigrants can teach us a lot. They can help us to appreciate rights and freedoms we take for granted. They may also point out things about our country we should try to change.

Every family has a story of where they came from and how they came to the United States. Some families have only recently come to the United States, while others came so long ago, their story may be lost or forgotten. In some cases, the family didn't move—the United States came to them, by conquering the land where they lived or purchasing it from a foreign nation.

Some stories may be sad, filled with hardship and suffering. Some may be triumphant tales of people who showed great bravery or made great sacrifices to come to this country. Whether they are happy or sad, funny or bitter, every story is a part of American history and a part of your personal history. Your ancestors made you what you are, and knowing about them will tell you something about yourself. It should also help you understand how important your rights and responsibilities as an American citizen are to you and your family.

Cuénteme su historia! Un reporte de historia oral

Con excepción de los indios americanos (los habitantes originales de este País) que han vivido en este continente por miles de años, todas las demás personas viviendo en los Estados Unidos vienen de otros países. La misión que usted tiene es de aprender algo acerca de las experiencias vividas de alguien que vino a los Estados Unidos de otro país. Puede usted entrevistar a un pariente o a una persona mayor de edad en su vecindario.

Debe usted averiguar cómo el vivir en los Estados Unidos ha cambiado su vida y lo que ha significado para ellos. Porque estas personas tienen la experiencia de la vida diaria en otros países (que puede ser muy diferente a la vida diaria de los Estados Unidos), nosotros podemos aprender mucho de los inmigrantes. Esta diferencia nos puede ayudar a apreciar los derechos y libertades que nosotros damos por hecho. También es posible que nos puedan indicar algunas cosas acerca de nuestro país que nosotros podríamos cambiar.

Cada familia tiene una historia de cómo vinieron a los Estados Unidos y de qué país. Algunas familias llegaron recientemente, mientras que otras han vivido por tanto tiempo aquí que sus historias y eventos se han olvidado o se han perdido. En algunos casos, la familia no se cambió, los Estados Unidos vinieron a ellos por medio de conquista o por medio de la compra del país.

Algunas historias pueden ser muy tristes, llenas de aflicción y sufrimiento. Algunas pueden ser historias que demuestran actos de valor y determinación y grandes sacrificios para poder venir a los Estados Unidos. Ya sea que estas historias tienen un final feliz ó triste, pueden tener hechos cómicos o llenos de amargura, cada historia relatada es parte de la historia de los Estados Unidos y parte de su historia personal. Sus antepasados le heredaron lo que es usted hoy y el aprender acerca de su pasado le dirá algo acerca de usted mismo. Esto ayudará también a entender qué tan importante son los derechos y responsabilidades como ciudadano Americano para usted y su familia.

You will be asked to choose a person you would like to interview. Some people may not want to tell their story if their name is used. If this should happen, you may make up a name to hide the person's real identity. You may tell them no one but you will know their real name unless they give their permission. Like a good newspaper reporter, you can protect the identity of your source. You may use the questions provided on the assignment sheet and add your own questions to the list.

What is an Interview?

An interview is a special kind of conversation with another person in which you (the interviewer) are looking for information from the person being interviewed. An interview is different from an ordinary conversation in several important ways. An interview:

- **Has a purpose.** You are trying to find out specific information.
- **Is scheduled in advance.** You make an appointment to speak on a specific day at a specific time and place. It is very important to appear on time for your appointment.
- **Consists of questions and responses.** You write down the questions before the interview takes place and ask each one in order until all the questions have been asked and answered. The person who asks the questions is called the interviewer. The person who answers the questions is called the subject.
- **Is recorded.** The interviewer takes notes of the answers to each question or uses a tape recorder to record them.
- **Is reported.** The answers to the questions are important information or data. This information can be used in many different ways. You could use what you learned to write a story about that person's experiences. You could also compare the answers given by your subjects with those of your classmates to see how the answers are the same or different.

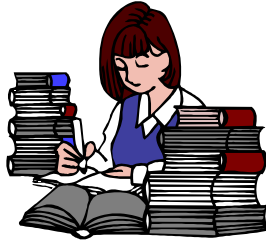
Le pediremos que escoja a la persona que quiera entrevistar. Algunas personas no querrán hablar de su pasado si se usa su nombre. Si este es el caso, se puede usar un seudónimo para ocultar la identidad de la persona. Nadie más sabrá su verdadero nombre sin su permiso. Como buen reportero usted puede proteger la identidad de la persona. Puede usar las preguntas que están en la hoja provista y también puede añadir sus propias preguntas a la lista.



¿Qué es una entrevista?

Una entrevista es una conversación especial con otra persona en la cual usted como entrevistador, busca información acerca de la persona que está entrevistando. Una entrevista es muy diferente a una conversación común y corriente por las siguientes razones. Una entrevista:

- **Tiene un propósito.** Se intenta conseguir información específica.
- **Es concertar una cita por adelantado.** Establezca una cita indicando fecha, hora, y lugar. Es importante estar listo y a tiempo para la cita.
- **Consiste en preguntas y respuestas.** Antes de la entrevista prepare sus preguntas, éstas deben ser presentadas a la persona entrevistada en orden, todas deben ser contestadas. La persona que hace las preguntas es el entrevistador. La persona que las contesta es el entrevistado.
- **Es grabada.** El que entrevista escribe notas de las respuestas ó usa una grabadora para documentar las respuestas de cada pregunta.
- **Es descrita.** Las respuestas son información importante que contiene datos y detalles de una persona. Esta información se puede usar de muchas maneras. Puede usar lo que aprendió para escribir un relato o una historia de las experiencias de esta persona. También puede comparar las respuestas de su entrevista con las de sus compañeros de clase para ver si son iguales ó diferentes.



Planning and Conducting Your Interview

Making an Appointment

1. Chose a person you think may have an interesting story to tell.
2. Ask the person if you can make an appointment with them to ask them some questions for a class assignment.

Say: "Our class is learning about what it means to live in the United States. We are speaking to people who were born in another country or U.S. territory abroad to find out about their personal experiences. Knowing about life in other countries and hearing why people come to the United States helps us to understand and appreciate this country.

I would like to hear your story and share it with my classmates and teacher. If you don't want me to use your name, we will decide on another name, and no one but me will know whose story it is. The story is the important thing, not the name of the person who tells it."

Explain that you will need to take notes to help you remember the details of the story.

3. Decide on a date, time, and place for the interview.
4. Thank them for their help.

If they don't want to be interviewed, try again with someone else.

Planear y Conducir su Entrevista

Haciendo una Cita

1. Escoja una persona quien usted piense tenga una historia interesante que contar.
2. Como tarea para una clase, consulte con la persona si es posible hacer una cita para hacerle preguntas.

Dígale, por ejemplo: "Nuestra clase está aprendiendo lo que es vivir en los Estados Unidos. Estamos hablando con personas que nacieron en otros países ó territorios extranjeros para aprender de sus experiencias personales. Sabiendo cómo es vivir en otros países y oyendo por qué decidieron venir a los Estados Unidos, nos ayudará a entender y apreciar este país.

Me gustaría oír su historia y compartirla con mis compañeros y profesores de clase. Si no quiere usar su nombre, se puede usar un seudónimo, así nadie sabrá su identidad. Su historia es lo que importa, no su identidad."

Explique que será muy importante escribir notas para que usted pueda recordar la información.

3. Organice la fecha, hora y el lugar para la entrevista.
4. Dígales gracias por su gran ayuda.

Si no quieren ser entrevistados, pregúntele a otra persona.



1. Review your checklist and the questions you plan to ask.
2. Be on time!
3. Take a notebook and pencil or pen.
4. Smile and make good eye contact. Be friendly! Thank them again for seeing you.
5. Ask your questions and take notes. **REMEMBER:** Just write down the words and phrases that will help you remember what they say. You may ask other questions to get more information about an interesting point or to understand it better. **DON'T RUSH.** Take your time. If necessary, ask for their patience while you write the notes. Say "What you are saying is important, and I don't want to forget anything."
6. When you are done, thank them again for their help.

Writing the Report

1. Use the sheet provided to write your report. Answer all of the questions. You may use additional paper if there is not enough space.

Making Your Presentation

1. Use the "Talking Points" sheet to help you prepare your presentation. **DON'T READ YOUR REPORT!** Tell a story about it.
2. Take a deep breath and **SMILE.**
3. Look at the audience, not at your notes. Think about the person you interviewed. Picture them in your mind. Tell your classmates about that person and what you learned from them.

El día de la entrevista

1. Verifique su lista y las preguntas que tiene pensado hacer.
2. Llegue a tiempo!
3. Lleve una libreta, un lápiz ó bolígrafo.
4. Sonría y mantenga contacto visual. Sea amigable! Agradezca de nuevo la atención que le dieron
5. Haga sus preguntas y tome notas. **RECUERDE:** Solo escriba las palabras y frases que le ayuden a recordar lo que le dijeron. Usted puede hacer más preguntas para obtener más información acerca de algún punto de interés o para aclarar alguna duda. **NO TENGA PRISA.** Tome su tiempo. Si es necesario, pídale paciencia mientras que toma sus notas. Indíquele: "Lo que usted me está diciendo es muy importante e interesante, y no lo quiero olvidar."
6. Cuando termine con la entrevista, nuevamente agradézcale su ayuda.

Escribiendo el Reporte

1. Use la hoja incluida para escribir su reporte. Conteste todas las preguntas. Puede usar más hojas si necesita más espacio.

Haciendo su Presentación

1. Use la lista de "Puntos de Interés" para preparar su presentación. **NO LEA SU REPORTE,** preséntelo como una narración.
2. Respire profundo y sonría.
3. Preste atención a su audiencia no a sus notas. Piense en la persona que entrevistó. Explique a sus compañeros acerca de esta persona y de lo que aprendió de ella.

INTERVIEW QUESTIONS PREGUNTAS PARA UNA ENTREVISTA

1. Please tell me about yourself, your family, and the kind of work you do.
¿Por favor, cuénteme algo de usted, algo de su familia, y de la clase de trabajo que realizan?

Where and when were you born?
¿Dónde y cuándo nació?

2. What was your life like there?
¿Me puede describir su tipo de vida en su país de origen?

Can you describe a typical day in your life there?
¿Me puede describir un día típico de su vida allá?

What did your family do for a living?
¿Qué clase de trabajo hacía su familia?

What was the best thing about living there?
¿Qué fue lo mejor de vivir en su país de origen?

What was the worst?
¿Qué fue lo peor?

3. When did you come to the United States? How old were you then?
¿Cuándo vino a los Estados Unidos, qué edad tenía?

4. How and why did you decide to come to the United States? To (city)?
¿Por qué y como decidió venir a los Estado Unidos? ¿Y a (ciudad)?

5. Did you come alone or with friends or family?
¿Vino usted sólo, con amigos o con familiares?

If alone, what were your feelings when you started the journey?
Si vino sólo ¿como se sintió cuando comenzó su viaje?

If with others, did they feel the same or differently than you?
Si vino con otras personas, ¿ sintieron lo mismo que usted o diferente?

6. Did you have any difficulties getting to the United States?
¿Tuvo usted dificultades para entrar a los Estados Unidos?

7. What was your first impression of the United States?
¿Cuál fue su primera impresión de los Estados Unidos?

8. What did you think the U.S. would be like (preconceived notions/myths)?
¿Cómo pensó usted que serían los Estados Unidos? (ilusión/mito)

What is the best thing about life in the United States?
¿Qué es lo mejor acerca de la vida en los Estados Unidos?

What do you miss most from your old life?
¿Qué es lo que más extraña de su vida en su país de origen?

9. Are you a citizen or do you plan to become one?
¿Es usted ciudadano o tiene planes de serlo?

10. If you are a citizen, do you vote? Why? /Why not?
¿Si usted es ciudadano, vota? ¿Por qué? ¿Por qué no?

Add your own questions here.
Añade sus propias preguntas aquí.

Ask them if there is anything else they would like to tell you.
Thank them for their time.
Pregúntele si hay algo más que le gustaría decir.
Agradézcale por su tiempo.

4. How do you think this person feels about the United States? Are they glad or sorry they came? Do you think their life is better or worse?
¿Qué piensa usted de lo que siente esta persona acerca de los Estados Unidos? ¿Están contentos ó se arrepienten de haber venido? ¿Piensa usted que su vida es mejor o peor?

5. What is the most interesting thing you heard in the interview? What do you admire most about this person after hearing their story?
¿Cuál fue la cosa más interesante que ha oído en una entrevista? ¿Qué es lo que más admira usted de esta persona después de oír su historia?

6. What did you learn about the United States from doing this interview? Did it change any of your own ideas or feelings about life here?
¿Qué aprendió de los Estados Unidos al hacer esta entrevista? ¿Cambiaron sus propias ideas o sentimientos acerca de su vida aquí?

7. What was the hardest part about this assignment? What part did you like best? What would you do differently if you had to do it again?
¿Qué fue lo más difícil de esta asignación? ¿Cuál fue la mejor parte? Si pudiera usted cambiar algo, ¿qué cambiaría?

CHECKLIST/ LISTA DE SEGUIMIENTO



Getting Started: Planning the Interview/ *Para Comenzar: Planear la Entrevista*

- ✓ Pick a person to interview. *Elija a una persona para entrevistarla.*
- ✓ Study the questions, adding new ones of your own if you wish. Be sure you understand each question and can read it in English and in Spanish. *Estudie las preguntas, añadiendo nuevas, si lo desea. Asegúrese de entender cada pregunta, y de poder leerlas en español y en inglés.*
- ✓ Practice your interviewing skills on a classmate. Take turns asking and answering questions. *Practique su entrevista con sus compañeros de clase. Tomen turnos preguntando y respondiendo las preguntas.*
- ✓ Contact the person and explain your assignment. *Llame a la persona y explíquele su misión*
- ✓ Make an appointment. *Concerte una cita.*



The Interview /*La Entrevista*

- ✓ Check your personal appearance: be clean and neat. *Tome en cuenta su apariencia personal, sea limpio y pulcro.*
- ✓ Be on time. *Llegue a tiempo.*
- ✓ Bring a notepad and pen or pencil. *Tenga una libreta y lápiz or bolígrafo.*
- ✓ Smile and make good eye contact. Be friendly. *Sonría y observe amigablemente a la otra persona.*
- ✓ Say "Thank you for taking the time to talk to me." *Dígale: "Gracias por su tiempo y por hablar conmigo."*
- ✓ Ask your questions, taking good notes. *Haga sus preguntas, y tome buenas notas.*
- ✓ Take your time. Don't rush. *Tómese su tiempo. No tenga prisa.*
- ✓ Thank them for talking to you. *Agradézcale por haber hablado con usted.*



Writing Your Report/ *Escribiendo Su Reporte*

- ✓ Read your notes and recopy them into sentences. *Lea sus notas y transcribalas en frases.*
- ✓ Answer the questions on the report page, using your notes for reference. *Conteste las preguntas en su página de reporte, usando sus notas como referencia.*



Class Presentation/ *Presentación a la Clase*

- ✓ Use the "Talking Points" sheet to plan your presentation. *Use la página "Puntos de Interés" para planear su presentación.*
- ✓ Get index cards from your teacher. *Obtenga de su profesora tarjetas ó fichas.*
- ✓ Write one talking point on each index card. *Escriba un punto de interés en cada tarjeta ó ficha.*
- ✓ Practice your presentation at home or with friends. *Practique su presentación en casa o con sus amigos.*
- ✓ Smile and make good eye contact. *Sonría y asegúrese de obtener la atención de su audiencia.*
- ✓ Tell your story, making it as interesting and exciting as possible. *Cuente su historia, haciéndola lo más interesante y estimulante posible.*
- ✓ Say what you learned from the experience. *Diga lo que aprendió de esta experiencia.*

TALKING POINTS

Do you know anyone who is a good storyteller? Think about what a storyteller does to hold your interest and make you want to hear what they have to say. Here are some of the tools good storytellers use:

- They *look at you* directly, using their eyes to hold your attention and get you involved in the story.
- They use their *voice*, making it softer or louder, slower or faster, to emphasize parts of the story.
- They use their *hands and body* in gestures that add meaning to the words.

You can use these tools to make your class presentation more interesting. Remember you are telling your classmates a story. You want them to be able to "see" and "hear" the person you interviewed and feel the emotions of their experience.

The talking points on the next sheet can help you organize your classroom presentation. Write one point on each index card.

PUNTOS DE INTERÉS

¿Conoce usted a una persona que sabe narrar un buen cuento? ¿Qué es lo que hace esa persona para captar y retener su atención para que usted siga escuchando lo que está diciendo? Aquí hay algunas ideas y sugerencias para ser un buen narrador de cuentos:

- Ver a la persona directamente a los ojos para captar su atención e involucrarlo en el relato.
- Modular su voz, ya sea en tonos suaves, fuertes, lentos ó rápidos para enfatizar las diferentes partes del relato.
- Enfatizar el significado de las palabras por medio de movimientos corporales.

Estas herramientas pueden hacer su presentación más interesante. Recuerde que usted está narrando una historia a sus compañeros de clase y su propósito es transmitirles las emociones y experiencias de la persona entrevistada.

La página de Puntos de Interés puede ayudarle a organizar su presentación. Escriba cada punto en una tarjeta o ficha.



CARD 1:

WHO? Words and phrases that describe the person you interviewed.

Appearance • Sex • Age • Occupation • Family • Years in America • Country of birth

CARTA 1

¿QUIEN ES? Palabras o frases que describe a la persona que entrevistaste.

Aparencia • Sexo • Edad • Trabajo • Familia/Familiares • Años en los Estados Unidos • País en donde nacieron

CARD 2:

LIFE BEFORE

**• Typical day • Worst thing • Best thing
• Your reaction to life there**

CARTA 2

SU VIDA ANTES

Un día típico • La peor cosa • La mejor cosa • Tu propia reacción a la vida allá

CARD 3:

COMING TO AMERICA

• Why? • Hardships of journey • First impressions • Present feelings about the United States

CARTA 3

VINIENDO A LOS ESTADOS UNIDOS

¿Por qué? • Aflicciones de la Peregrina o el Viaje • Primeras Impresiones • Los sentimientos de los Estados Unidos hoy

CARD 4:

WHAT YOU LEARNED ABOUT THE PERSON

• Most interesting thing • Changes in your feelings or attitudes • What you admire most

CARTA 4

LO QUE APRENDISTE ACERCA DE ESTA PERSONA

Las cosas más interesante • Cambios en tus sentimientos o actitud • Lo que más admiraste

CARD 5

WHAT YOU LEARNED ABOUT AMERICA

What you appreciate more after talking to this person • What you think should change after hearing this person's story

CARTA 5

LO QUE APRENDISTE ACERCA DE LOS ESTADOS UNIDOS

Lo que apreciaste más después de haber hablado con esta persona • Después de oír la historia de esta persona, que piensas que se debe de cambiar

Glossary of Terms *Glosario*

Accountability: Being responsible to somebody else or to others, or responsible for something.

Responsabilidad: *Demostrar ser responsable a una ó varias personas, ó ser responsable de algo.*

Alien: Anyone not a citizen of the country in which he or she lives.

Extranjero: *Alguien que no es un ciudadano del país donde vive.*

Ancestor: Somebody from whom somebody else is directly descended, especially somebody more distant than a grandparent.

Ancestros: *Alguien que es un descendiente directo de un antepasado, específicamente alguien más distante que los abuelos.*

Annexation: The incorporation of a territory into another country, state, or other political entity.

Unión: *La incorporación de un territorio dentro de otro país, estado, u otra entidad política.*

Citizen: Member of a political society who therefore owes allegiance to and is entitled to protection by and from the government.

Ciudadano: *Miembro de una sociedad política, a la que debe su lealtad y tiene derecho a protección por y del gobierno.*

Citizenship: Status of being a member of a state, one who owes allegiance to the government and is entitled to its protection and to political rights.

Ciudadanía: *Tener posición como miembro de un estado, alguien quien debe su lealtad a ese gobierno y tiene derecho a su protección y a los derechos políticos.*

Civil liberties: Areas of personal freedom with which governments are constrained from interfering.

Libertades Civiles: *Areas de libertades personales en las cuales el gobierno está restringido a interferir.*

Civil rights: Protections and privileges given to all U.S. citizens by the Constitution and Bill of Rights.

Derechos Civiles: *Protección y privilegios otorgados a todos los ciudadanos Americanos por la Constitución y la Declaración de Derechos.*

Civil rights laws: Laws passed by Congress or state legislatures designed to protect the rights of individuals to fair treatment by private persons, groups, organizations, businesses, and government.

Leyes de Derechos Civiles: *Leyes pasadas por el Congreso ó por la legislatura de estado designadas para proteger los derechos de individuos para ser tratados justamente por personas privadas, grupos, organizaciones, negocios, y gobierno.*

Conquest: Taking control of a place or people by force of arms.

Conquista: *Tomar control de un lugar o gente por medio de fuerzas armadas.*

Democracy: Form of government in which political control is exercised by all the people, either directly or through their elected representatives.

Democracia: Una forma de gobierno en la cual el control político es ejercitado por toda la gente, tanto directamente o a través de representantes elegidos.

Ethnicity: Group of people that can be identified within a larger culture or society on the basis of such factors as religion, ancestry, or language.

Etnicidad: Grupo de personas que pueden ser identificadas dentro de una cultura o sociedad según factores tales como religión, linaje, ó idioma.

Freedom of conscience: Freedom of belief. Many consider freedom of conscience an absolute right, one that has no limitations.

Libertad de conciencia: Libertad de creencia. Mucha gente considera la libertad de conciencia de ser uno de los derechos más absolutos y sin límites.

Freedom of expression: Refers to the freedoms of speech, press, assembly, and petition that are protected by the First Amendment.

Libertad de expresión: Se refiere a las libertades de discurso, prensa, asamblea, y petición que son protegidas por la primera enmienda de la Constitución.

Freedom of speech: Freedom to express oneself, either verbally or non-verbally, that is, symbolically.

Libertad de discurso: Libertad de expresarse, tanto verbalmente como sin palabras, eso es, simbólicamente.

Hardship: A difficult and painful experience.

Adversidad: Pasar por una experiencia difícil o dolorosa.

Identity: Information and characteristics unique to an individual that would help to recognize him or her.

Identidad: Información y características únicas a una individuo que ayudaría en el reconocimiento de esa persona.

Immigrant: Somebody who has come to a country and settled there.

Inmigrante: Alguien que llegó a un país y se estableció allí.

Interview: A meeting at which information is obtained (as by a reporter, television commentator, or pollster) from a person.

Entrevista: Una cita en la cual se obtiene información (a través de un reportero, comentarista de televisión, o encuesta) de una persona.

Interviewer: A person who conducts an interview.

Entrevistador: Una persona quien conduce la entrevista.

Issue: A topic for discussion or of general concern.

Emisión/Asunto: Tema discutible ó de interés general.

Majority rule: Rule by more than half of those participating in a decision.

Norma Mayoritaria: Regulaciones de más de la mitad de quienes participan en una decisión.

Minority rights: Rights of any group less than a majority.

Derechos Minoritarios: Esos derechos de un grupo que es menos de la mayoría.

Oral history: The personal recollections of people who participated in historical events, recorded on audio or video tape or told to a younger generation.

Historia oral: *Recolección personal de personas que participaron en cuentos históricos, grabados en audio y vídeo ó contada de generación a generación.*

Petition: A written request signed by many people demanding a particular action from an authority or government.

Petición: *Una solicitud por escrito firmada por mucha gente demandando una acción particular por parte de una autoridad ó gobierno.*

Political rights: Rights to participate in the political process.

Derechos políticos: *Derechos a participar en el proceso político.*

Presentation: A formal talk made to a group of people, for example, on somebody's recent work or some aspect of business, often with handouts, diagrams, or other visual aids.

Presentación: *Una conversación formal hecha a un grupo de gente, por ejemplo, acerca del trabajo de alguien conocido o algún aspecto de negocio, frecuentemente usando panfletos, dibujos u otros instrumentos visuales.*

Register: An official record, often in the form of a list; to record a name with an organization in order, for example, to enroll somebody for an academic course or fulfill a legal requirement.

Registro: *Un documento oficial, frecuentemente en forma de lista, para documentar el nombre de una organización para por ejemplo, alistar a un estudiante en un curso académico o para mantener un requisito legal.*

Representative democracy: Form of government in which power is held by the people and exercised indirectly through elected representatives who make decisions.

Democracia Representativa: *Forma de gobierno en la cual el poder está en las manos de la gente y es ejercitado indirectamente a través de representantes elegidos quienes hacen las decisiones.*

Reprisal: A strong or violent retaliation for an action that somebody has taken; the forcible seizure of property or people from another country as retaliation for some injury.

Represalia: *Una fuerte ó vidente venganza por una acción que alguien ha cometido, el secuestro de una propiedad ó gente de otro país por razones de venganza.*

Subject: A person being interviewed.

Sujeto: *Una persona que es entrevistada.*

Suffering: Painful experience

Sufrimiento: *Una experiencia dolorosa.*

Suffrage: Right to vote.

Sufragio: *El derecho al voto.*

Vote: a formal indication of somebody's choice or opinion, especially in an election or referendum; the act of making a choice or stating a preference to determine the outcome of something.

Voto: *Una indicación formal por parte de una persona que escoge dar su opinión, especialmente durante una elección; el acto de escoger o expresar su preferencia que determina un resultado.*