A Study Guide to accompany the documentary, Raúl H. Castro: Two Cultures, Many Challenges

Documentary
Directed by Sy Rotter and LuisCarlos Romero-Davis
Produced by Alberto Moore

Study Guide
Written by Felipe Carranza with Virginia Betz

Teacher Edition

Directed by Sy Rotter and LuisCarlos Romero-Davis
Executive Producer Alberto Moore

Narrated by Sergio Pedroza
A Study Guide to accompany the documentary, Raúl H. Castro: Two Cultures, Many Challenges

Study Guide written by Felipe Carranza with Virginia Betz

Teacher Edition

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Raúl H. Castro: Two Cultures, Many Challenges Study Guide

Raúl H. Castro
Born in Cananea, Mexico, June 12, 1916

1939
Graduated from Northern Arizona State Teacher’s College, Flagstaff, Arizona

1939
Became a United States citizen

1949
Received Juris Doctorate, University of Arizona, Tucson, Arizona

1954 - 1958
Pima County Attorney

1959 - 1960
Pima County Superior Court Judge

1964 - 1968
United States Ambassador to El Salvador

1968 - 1969
United States Ambassador to Bolivia

1975 - 1977
Governor of Arizona

1977 - 2007
Governor Castro with students from the Aguila Program at Phoenix College during the documentary premier.

2007
Governor Castro and Deyanira Navares, recipient of the 2007 University of Arizona Raúl H. Castro Scholarship.
BIOGRAPHY OF RAÚL H. CASTRO, ARIZONA GOVERNOR, 1975-1977

Born in Cananea, Mexico, on June 12, 1916. Castro lived in his native land until 1926, when he moved to Arizona and later became an American citizen. Through physical labor, he saved enough to enter Arizona State Teachers College in Flagstaff, where he graduated in 1939. He worked for the U.S. State Department as a foreign service clerk at Agua Prieta, Mexico, for five years, but never forgot his dream of becoming a lawyer. Accepted by the University of Arizona Law College, Castro earned his Juris Doctor degree and was admitted to the state bar in 1949. After practicing law in Tucson for two years, he became a deputy Pima County attorney. In 1954, he was elected county attorney and served until 1958, when he became a Pima County Superior Court Judge. His national stature grew over the years, and in 1964 President Lyndon B. Johnson appointed Castro as U.S. Ambassador to El Salvador. Four years later he served as Ambassador to Bolivia. He returned to Tucson in 1969 to specialize in international law. Castro continued his rise to the top in Arizona. He ran for governor in 1974 and won. He served for two years and was appointed by President Jimmy Carter to serve as Ambassador to Argentina. Mr. Raúl H. Castro is a remarkable legend in our state’s history and for the Hispanic/Latino population.

RAÚL H. CASTRO INSTITUTE

The Raúl H. Castro Institute (RCI), named after the Honorable Raúl H. Castro, the first and only Mexican-American Governor of Arizona (1975-1977), is a collaborative effort of the Office of the Governor - State of Arizona, Arizona State University - Center for Community Development & Civil Rights, Maricopa County Community College District, and Phoenix College.

A non-profit organization, the RCI is a “Do Tank” focusing on issues that affect the Latino community in Arizona, with emphasis on education, health and human services, leadership and civic participation.

MISSION

The mission of the Raúl H. Castro Institute (RCI) is to educate and strengthen partners that serve the Latino community by fostering connections with research institutions, by promoting best practice dissemination and by impacting policy decisions in education, health and human services, and leadership and civic participation.

The Institute will stress real-world analysis and a concern for the growing need for educational and health-related services in the Arizona Latino community and will make its findings accessible to the general public, media, and policy makers.
PURPOSE OF THIS STUDY GUIDE

This guide is for teachers to use as supplemental material when presenting the documentary on the extraordinary life of Governor Raúl H. Castro. The guide includes preview and follow-up questions, activities, vocabulary and resources related to the content of the DVD. The documentary can be used as an extension of the social studies curriculum and it is aligned with the Social Studies Articulated Standards for grades 9-12 [Appendix 1]. The Handouts were created for students’ use with the state standards in mind. Make copies freely. It is recommended that they be used in the order outlined in the guide, but teachers may choose the activities that best meet the needs of their students. The Appendices provide additional information for teachers.

DOCUMENTARY SUMMARY

This 28-minute video biography is an intimate portrayal of the extraordinary and inspirational life of Governor Raúl H. Castro. He was born in Cananea, Sonora, Mexico, on June 12, 1916, and served in numerous elected and non-elected public offices, including Pima County Attorney and United States Ambassador to El Salvador, Bolivia and Argentina. He was the first, and so far the only, Hispanic governor of Arizona, serving from 1975 to 1977.

Facing discrimination and racial hostility from his earliest days as a Mexican immigrant child, the story of this remarkable man’s achievements is seen in his constant refusal to be restrained by either his Mexican or his U.S. cultural limitations. His determination to succeed in whatever activity he entered, to prove that he was as capable as anyone, (and more capable than most), is clearly evidenced in this motivational film produced for high school students and community leaders.
Alignment to Arizona Academic Standards

The recommended activities are aligned with the following social studies strands for grades 9 - 12: Strand 1 – American History; Strand 2 – World History; Strand 3 – Civics/Government; Strand 4 – Geography; and Strand 5 – Economics. In addition to the social studies strands, a list of the concepts and performance objectives has been included [Appendix 1].

Before Viewing:

1. Provide the students with the documentary summary printed on the previous page.
2. Ask students to complete the KNOW and the WHAT parts of the KWLH chart [Handout 1].
3. Using Description of the Frayer Model [Appendix 2] and Frayer Model Map [Handout 2] teach from the list of Useful Vocabulary words [Appendix 3] to enrich students’ understanding of the documentary’s message.
4. Review the Viewing Questions [Handout 3] to aid the students in answering the questions after viewing the documentary.

During Viewing:

1. Have the students take notes on the Viewing Notes sheet [Handout 4].

After Viewing:

2. Discuss the documentary and Useful Vocabulary words [Appendix 3].
3. Have the students answer the Viewing Questions [Handout 3].
4. Have students complete the LEARNED and HOW parts of the KWLH chart [Handout 1].
5. Introduce and assign the Short Summary of the Documentary [Handout 5] as an activity.
6. Introduce and assign the Venn Diagram [Handout 6] to compare and contrast the challenges faced by minorities in the United States and personal challenges students face.
7. Draw Governor Raúl H. Castro’s time-line [Appendix 4] as an example or refer students to page 2 of their study guide. Have the students complete their personal time-line [Handout 7]. Please note that Governor Castro’s time-line is in increments of ten years to provide space for his 90+ years of life. The time-line for students is in increments of 2 years and reaches the age of 28+ to allow space for future goals.
8. Introduce and assign Biography Research [Handout 8] and Biography Questionnaire [Handout 9].
9. Additional Post-Viewing Activities and Suggested Topics for Extended Research have been listed [Appendix 5] to further guide learning opportunities. Assign Suggested Topics for Extended Research according to students’ interests. A list of Internet resources [Appendix 6] is included to help teachers explore other possible research topics.
KWLH CHART

Instructions: Fill in the Know and What boxes before viewing the documentary. After you have finished viewing the documentary, fill in the Learned and How boxes.

**What I KNOW about Raúl H. Castro**
1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________
5. __________________________________________

**What** I need to know about Raúl H. Castro
1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________
5. __________________________________________

**What I have LEARNED about Raúl H. Castro**
1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________
5. __________________________________________

**HOW** I will use what I have learned about Raúl H. Castro
1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________
5. __________________________________________
FRAYER MODEL MAP

Instructions: Use the word, provided by your teacher, to complete the Frayer Model.

Word:

Definition:

Characteristics:

Drawing:

Non-Example:
Raúl H. Castro: Two Cultures, Many Challenges Study Guide

HANDOUT 3

Name:___________________________________________________________________________
Date:___________________________________________________________________________

VIEWING QUESTIONS

1. With what two cultures does Governor Castro identify? ______________________________________
   ______________________________________________________________________________

2. In the 1920s, it was common practice for schools to discriminate on the basis of ethnic background. How would you feel if you experienced such prejudice? For example, what if the bus would not pick you up because you were a minority? ______________
   ______________________________________________________________________________

3. Why do you believe that Governor Castro could not get a teaching job? ______________
   ______________________________________________________________________________

4. How would Governor Castro’s life be different if he had not had his mother’s support? ______________
   ______________________________________________________________________________

5. Describe the difficulties Governor Castro faced as a Juvenile Court judge. ______________
   ______________________________________________________________________________

6. Identify five people in the documentary. ______________
   ______________________________________________________________________________

7. Why was the Native American vote crucial for Governor Castro’s election? ______________
   ______________________________________________________________________________

8. Because Governor Castro was the first Hispanic governor, he “represented the opportunity for minorities to break into the power struggle.” Explain what this means. ______________
   ______________________________________________________________________________

9. Describe one or two of the challenges you believe minority politicians face. ______________
   ______________________________________________________________________________

10. What events in Governor Castro’s life inspired him to challenge the perceptions people had about Mexican-Americans? ______________
    ______________________________________________________________________________
VIEWING NOTES

Instructions: Determine the purpose of note-taking. You cannot record everything said in the video. Think about how you will choose what to record. Think about: WHO are the key individuals involved; WHAT key events are highlighted; WHEN do they occur; WHERE do they occur; what are the RESULTS of the actions taken.
SHORT SUMMARY OF THE DOCUMENTARY

Instructions: Prepare an outline by reviewing the key people and events depicted in the documentary:

People: ____________________________________________________________________________________________

______________________________________________________________________________________________

Places: __________________________________________________________________________________________

______________________________________________________________________________________________

Time Period(s): __________________________________________________________________________________

______________________________________________________________________________________________

Events: _________________________________________________________________________________________

______________________________________________________________________________________________

Results: _______________________________________________________________________________________  

______________________________________________________________________________________________

Using your outline, write a short (25 to 50 words) summary of the documentary:

______________________________________________________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________
CHALLENGES TO OVERCOME - VENN DIAGRAM

Instructions: Use the Venn Diagram to compare and contrast personal challenges you must face to accomplish your goals with the challenges minorities in the United States generally have to face. Fill in the box to the left with your own personal challenges. Fill in the box to the right with the challenges minority groups face overall. The center box of the diagram should show which challenges you have in common.
PERSONAL TIME-LINE

Instructions: Your teacher will demonstrate how to construct a time-line using the life of Raúl H. Castro as an example. Following this example, make a time-line of your own life, diving your life into meaningful sections and noting the dates of important events. Start the time-line with actual events and continue by predicting future happenings and when you expect them occur. This time-line progresses in two-year increments. Write your birthplace and birth date on the top line.
BIOGRAPHY RESEARCH

Step One

Choose a foreign-born American who has made important contributions to the United States; the short list at the bottom of the page provides some possibilities. Instructors and/or students may choose to find other foreign-born Americans not listed.

Step Two

Use the following Websites, or others, to research the person you chose. For more accuracy, type in the person’s name in quotation marks: “Raúl H. Castro”

http://www.biography.com/ - Features a searchable biographical database of 25,000 famous names

http://www.bartleby.com/ - Includes 17,000 up-to-date biographical entries

http://www.s9.com/ - Contains information on 19,000 notable people from ancient times to the present day; the dictionary is searchable by names, keywords, and dates

Step Three

Keep a log. Write down important background details about your person (birth, education, etc.).

Record significant accomplishments.

Construct a time-line of events.

Answer your guiding research questions in the Biography Questionnaire [Handout 9].

Step Four

Create a presentation of your information. The teacher will advise you about an appropriate format for the presentation. Options are: written report, poster, PowerPoint, or a skit. If a skit is chosen, use “Talk Show” Interview Skit [Handout 10].

LIST OF FOREIGN-BORN AMERICANS

Peter Aduja (Philippines; politician)
Madeleine Albright (Czech Republic; politician)
Philip Arreola (Mexico; law enforcement)
José Cabranes (Puerto Rico; judge)
Albert Einstein (Germany; scientist)
Robert Goizueta (Cuba; CEO-Coca Cola)
Ang Lee (Taiwan; film director)
Daniel Libeskind (Poland; architect)
Betty Okino (Uganda; athlete)
Leoh Ming Pei (China; architect)
Joseph Pulitzer (Hungary; publisher)
Arnold Schwarzenegger (Austria; politician)
Dalip Singh Saund (India; politician)
Nikola Tesla (Croatia; inventor)
Jerry Yang (China; entrepreneur)
BIOGRAPHY QUESTIONNAIRE

1. In what ways was/is the life of your research subject admirable and remarkable?

_______________________________________________________________________________________________________________________

_______________________________________________________________________________________________________________________

_______________________________________________________________________________________________________________________

_______________________________________________________________________________________________________________________

2. What personal characteristics were most critical in shaping the way this person lived and influenced his or her times?

_______________________________________________________________________________________________________________________

_______________________________________________________________________________________________________________________

_______________________________________________________________________________________________________________________

_______________________________________________________________________________________________________________________

3. What are the two or three most important lessons you might learn from the way this person lived?

_______________________________________________________________________________________________________________________

_______________________________________________________________________________________________________________________

_______________________________________________________________________________________________________________________

_______________________________________________________________________________________________________________________

4. How did the time period or culture influence your subject’s life?

_______________________________________________________________________________________________________________________

_______________________________________________________________________________________________________________________

_______________________________________________________________________________________________________________________

_______________________________________________________________________________________________________________________

5. What do you think it means to be a hero? Is your subject a hero? Why or why not? How is a hero different from a celebrity?

_______________________________________________________________________________________________________________________

_______________________________________________________________________________________________________________________

_______________________________________________________________________________________________________________________

_______________________________________________________________________________________________________________________
“TALK SHOW” INTERVIEW SKIT

Instructions: You are now an expert on the person whose biography you researched. You have just been invited to a talk show celebrating influential Americans who are/were immigrants. You will role-play with a partner and present the information you have gathered in an interview format. Your partner will play the part of the talk show host and will ask you questions about your research subject. You will answer them as a biographer would. Then, you will switch roles and ask your partner the same questions about the person he or she researched. Use the materials from your presentation to make your interview easy to follow. The following suggestions are made to guide you in preparing this skit for the class.

1. Select a partner, or your teacher will assign one for you.

2. With your partner, decide who will play the talk show host first. The class will be the audience.

3. The talk show host can use the questions in Handout 9. In addition, the biographer should create five original questions for the talk show host to use.

4. Practice the skit with your partner so that it will seem natural when you present it in front of the class. To help you prepare, think about television talk show hosts that you have seen.

5. Present the skit to the class:
   Talk show host introduces the theme of the show;
   Host introduces the guest biographer and his research subject;
   Host asks the biographer the questions prepared beforehand;
   Host invites the “audience” to ask questions of the guest biographer.

6. Switch roles and repeat the interview.
ARIZONA ACADEMIC STANDARDS IN SOCIAL STUDIES ARTICULATED FOR GRADES 9-12

Various topics, ideas and concepts discussed in the documentary are aligned to the following Social Studies Standards articulated for grades 9-12. The standards are ordered as they would appear on the Arizona Academic K-12 Standards provided by the Arizona Department of Education. Please refer to the following information:

http://www.ade.state.az.us/standards/contentstandards.asp

**Strand 1: American History**

**Concept 1: Research Skills for History**

**PO 4.** Construct graphs, tables, time lines, charts, and narratives to interpret historical data.

**PO 7.** Compare present events with past events: a. cause and effect, b. change over time, c. different points of view.

**Concept 5: Western Expansion**

**PO 1.** Trace the growth of the American nation during the period of western expansion: f. Mexican Cession.

**Concept 7: Emergence of the Modern United States**

**PO 2.** Assess how the following social development influenced American society in the late nineteenth and early twentieth century. a. Civil Rights issues, b. changing patterns in immigration.

**Concept 9: Postwar United States**

**PO 2.** Describe aspects of America post-World War II. B. Civil Rights, e. social reforms: Great Society and War on Poverty.

**Concept 10: Contemporary United States**

**PO 1.** Describe current events using information from class discussions and various resources.

**PO 2.** Identify the connection between current and historical events and issues using information from class discussions and various resources.

**Strand 2: World History**

**Concept 1: Research Skills for History**

**PO 3.** Formulate questions that can be answered by historical study and research.

**PO 4.** Construct graphs, table time lines, charts and narratives to interpret historical data.
ARIZONA ACADEMIC STANDARDS IN SOCIAL STUDIES ARTICULATED FOR GRADES 9-12

Strand 3: Civics/Government

Concept 4: Rights, Responsibilities, and Roles of Citizenship

PO 1. Analyze basic individual rights and freedoms guaranteed by Amendments and laws: a—f.

PO 3. Examine the basic political and social responsibilities of citizenship: a—d.

PO 5. Describe the role and influence of political parties, interest groups, and mass media: a—c.

Concept 5: Government Systems of the World

PO 1. Compare the United States' system of politics and government to other systems in the world.

PO 2. Describe factors that influence United States foreign policy.

PO 3. Describe world governmental and non-governmental organizations.

Strand 4: Geography

Concept 4: Human Systems

PO 1. Interpret population growth and demographics.

PO 2. Analyze push/pull factors that contribute to human migration.

PO 3. Analyze the effects of migration on places of origin and destination, including border areas.

PO 4. Analyze issues of globalization.

PO 5. Analyze the development, growth and changing nature of cities.

PO 6. Analyze factors (e.g., social, biotic, abiotic) that affect human populations.

PO 7. Predict the effect of a change in a specific factor (e.g., social, biotic, abiotic) on a human population.

PO 8. Explain how ideas, customs, and innovations (e.g., religion, language, political philosophy, technological advances, higher education, economic principles) are spread through cultural diffusion.

Strand 5: Economics

Concept 4: Global Economics

PO 4. Evaluate the economic implications of current events from a variety of sources (e.g., magazine articles, newspaper articles, radio, television reports, editorials, Internet sites).
DESCRIPTION OF THE FRAYER MODEL

The Frayer Model is a graphical organizer used for word analysis and vocabulary building. This four-square model prompts students to think meta-cognitively about the meaning of a word or concept by:

- Defining the term
- Describing the essential characteristics of the term
- Giving an example or drawing a non-linguistic representation of the idea
- Giving a non-example of the idea

Steps in the Frayer Model

1. Explain the Frayer Model Graphical Organizer to the class. Draw the four-square model on the board (Handout 2) and, using a common word, demonstrate the various components of the model. Indicate the type and quality of desired answers when presenting the example.

2. Select a list of key words from the vocabulary [Appendix 3]. Write this list on the board and review it with the class before students view the film.

3. Divide the class into student pairs. Assign each pair a term from the list and have them complete the graphic organizer.

4. Ask the student pairs to share their conclusions with the entire class. Use these presentations to review the original list of key words.

Learn More:

USEFUL VOCABULARY

Affirmative action: a specific effort to improve the employment or educational opportunities of members of minority groups and women

Ambassador: a diplomatic agent of the highest rank assigned to a foreign government as the resident representative of his or her own government

American: a citizen of the United States or an inhabitant of the American continent

Community: a group of people with a common characteristic or interest living together within a larger society

Culture: the customary beliefs, social forms, and material traits of a racial, religious, or social group; also: the characteristic features of everyday existence (as diversions or a way of life) shared by people in a place or time

Diversity: the inclusion of diverse people (as people of different races or cultures) in a group or organization

Immigration: to come into a country of which one is not a native for permanent residence

Labor Union: an organization of workers formed for the purpose of advancing its members' interests with respect to wages, benefits and working conditions

Mexican: a native or inhabitant of Mexico

Minority: a part of a population differing from others in some characteristics and often subjected to differential treatment

Opportunity: a good chance for advancement or progress

Partera: (Spanish) midwife; a person who assists in childbirth

Prejudice: an irrational attitude of hostility directed against an individual, a group, a race, or their supposed characteristics

Segregation: the separation or isolation of a race, class or ethnic group by enforced or voluntary residence in a restricted area, by barriers to social intercourse, by separate educational facilities, or by other discriminatory means

Strike: to stop work in order to force an employer to comply with demands

Superior Court: a court of general jurisdiction between the inferior courts and the higher appellate courts
Raúl H. Castro: Two Cultures, Many Challenges Study Guide

APPENDIX 4

TIME-LINE FOR RAÚL H. CASTRO

Raúl H. Castro
Born in Cananea, Mexico, June 12, 1916

Became a United States citizen 1939

Received Juris Doctorate, University of Arizona, Tucson, Arizona 1949

Graduated from Northern Arizona State Teacher’s College, Flagstaff, Arizona

Pima County Superior Court Judge 1959 - 1960

1954 - 1958 Pima County Attorney

1964 - 1968 United States Ambassador to El Salvador

1968 - 1969 United States Ambassador to Bolivia

1975 - 1977 Governor of Arizona

1977 - 2008 United States Ambassador to Argentina

Governor Castro with students from the Aguila Program at Phoenix College during the documentary premier.

Governor Castro and Deyanira Navares, recipient of the 2007 University of Arizona Raúl H. Castro Scholarship.
ADDITIOnAL POST-VIEWING ACTIVITIES

1. Choose five words that best describe Governor Raúl H. Castro, use them to compose a letter to him. In your letter include information about the challenges you face and how you have overcome these or will overcome them. Write about some of the things that inspire you or that you still have questions about.

2. In Douglas, Arizona, 10th Street Park was renamed the Raúl H. Castro Park. There is a plaque in his honor, which reads: “Educator, Judge, Ambassador... Symbol of the opportunity afforded to all.” Think of a building, a park, or a school that could be renamed honoring a hero in your community. Set up an action plan so that this can be accomplished.

3. Research and apply for the Raúl H. Castro Scholarship. In addition, make a list of scholarships for which you qualify and start the application process for them.

4. On a separate piece of paper recreate the time-line showing key events in the life of Governor Raúl H. Castro. Print out visuals from the Internet that reflect particular aspects of his life and include these on your time-line.

5. Identify the places discussed in the documentary. Draw a map and locate the important places in Governor Raúl H. Castro’s life.

SUGGESTED TOPICS FOR EXTENDED RESEARCH

1. Challenging conventional wisdom
2. Civil rights pioneers – role of
3. Cultural identity – living as a product of two cultures
4. Farm workers in the United States
5. Government as a reflection of the people it represents
6. Heroes – definition of; examples of
7. Immigrants in the United States
8. Mexican Independence Day – celebration of September 16th in the United States
9. Mexican mining communities in Arizona
10. Minorities and the education system
11. Minorities in public office – roles and challenges compared with non-minorities
12. Minority college students – proportional representation of
13. Minority vote – impact on the United States’ local, state, and national elections
14. Teacher – role as motivator
INTERNET RESOURCES

What Makes a Hero: Lesson Plan
http://www.educationworld.com/a_lesson/00-2/lp2282.shtml

Honor Your School and Community Heroes Lesson Plan Article
http://www.educationworld.com/a_lesson/00-2/lp2284.shtml

National Hispanic Heritage Month
http://www.loc.gov/topics/hispanicheritage

PBS Beyond Brown: Pursuing the Promise for Educators
http://www.pbs.org/beyondbrown/foreducators/educate_midhigh.html

Arizona Governor
http://www.azgovernor.gov

Chicanos por La Causa
http://www.cplc.org

Inside Mexico
http://www.inside-mexico.com/featureindep.htm

Scholarships for Hispanic students
http://www.hsf.net

Social Studies Articulated Standards for grades 9-12
http://www.ade.state.az.us/standards/contentstandards.asp
Sy Rotter, Director of Documentary

Earlier film credits include a Golden Eagle Award for “Treason or Honor,” one of seven documentaries filmed in Poland, Germany, Italy, Greece and Scandinavia, which highlighted stories of moral courage of Christians who rescued Jewish fugitives during the Holocaust. These films were commissioned by the Foundation for Moral Courage to be shown to high school and college audiences, as well as to community-based institutions concerned with encouraging moral and ethical values.

Mr. Rotter is an adjunct professor in the Salmanowitz Film Study Program in Boston College, where he is currently serving as co-producer of a feature-length documentary on the Gulag experience in the Soviet Union.

LuisCarlos Romero-Davis, Director of Documentary

LuisCarlos Romero-Davis is a film director and producer born and raised in the border towns of Ambos Nogales, also known as the twin sisters of Nogales, Sonora and Arizona. His life is a product of two languages, two cultures, and two nations. Mr. Romero-Davis has a Master’s degree in Latin American Studies with specialties in Media Arts, International Journalism, and Border Studies. He also obtained a digital filmmaking diploma from NYFA at Oxford University in England and is a certified film editor. He just finished a feature documentary entitled 389 Miles Living the Border and is writing his first feature film.

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