

Prominent Latinos and Latinas in the Twentieth- and Twenty-First-Century United States



Adelina (Nina) Otero-Warren, photograph by Bain News Service, July 11, 1923, George Grantham Bain Collection, Library of Congress, loc.gov/item/2014716277/

Macario Garcia with Medal of Honor, ca. 1945, Congressional Medal of Honor Society, cmohs.org/recipients/marcario-garcia

Jim Hansen, "Roberto Clemente and other members of the Pittsburgh Pirates baseball team during the playing of the National Anthem at the beginning of a baseball game," March 23, 1967. LOOK Magazine Photograph Collection, Library of Congress, loc.gov/item/2008679066/

Fred Schilling, The Supreme Court as composed June 30, 2022, Collection of the Supreme Court of the United States, supremecourt.gov/about/justices.aspx

Prominent Latinos and Latinas in the Twentieth- and Twenty-First-Century United States

BY MARIA MIRABALLES (CREATED IN 2024) WITH ADDITIONAL RESEARCH BY JOSÉ A. GREGORY

Maria Miraballes is an 18-year-veteran high school social studies teacher in Connecticut and a professional development leader for the Gilder Lehrman Institute of American History.

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GRADE LEVELS: 7–12

RECOMMENDED TIME FOR COMPLETION: Five 45-minute class periods

UNIT OVERVIEW

This unit is one of the Gilder Lehrman Institute's Teaching Literacy through History™ (TLTH) resources, designed to align with the Common Core State Standards. Students will learn and practice skills that will help them analyze, assess, and develop knowledgeable and well-reasoned points of view on visual and textual primary and secondary source materials. These skills will enable students to understand, summarize, and evaluate documents of historical significance.

The five lessons in this unit explore the biographies of four prominent Latinos and Latinas, focusing on their contributions in the twentieth and twenty-first centuries. Students will view or read photographs, government records, speeches, and newspaper articles. You will assess their learning through a summative short-answer activity featuring one of the prominent figures that they have studied.

Students will be able to

- Analyze primary source documents using close reading strategies
- Demonstrate an understanding of both literal and inferential aspects of text-based evidence
- Analyze images to enhance understanding of historical context
- Draw conclusions based on evidence found in the text
- Produce a written response using text-based evidence
- Identify Latinos and Latinas of historical prominence (e.g., Justice Sonia Sotomayor)

ESSENTIAL QUESTIONS

- How have Latinos and Latinas contributed to American politics and culture?
- How have prominent Latinos and Latinas uplifted their communities?

COMMON CORE STATE STANDARDS

CCSS.ELA-LITERACY.SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.W.8.1: Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-LITERACY.RH.9-10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of a text.

CCSS.ELA-LITERACY.RH.10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

CCSS.ELA-LITERACY.RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

MATERIALS

- Source 1 (Image 1A): Adelina (Nina) Otero-Warren, photograph by Bain News Service, July 11, 1923, George Grantham Bain Collection, Library of Congress, loc.gov/item/2014716277/
- Source 2 (Image 1B): "Senator Catron Receiving a Delegation of Suffragists," New Mexico, 1915. Folder: Suffrage Campaign - Campaign of 1915 (Folder 2 of 2), Box V: 360, National Woman's Party Records, Manuscript Division, Library of Congress
- Source 3 (Image 2A): Macario Garcia with Medal of Honor, ca. 1945, Congressional Medal of Honor Society, cmohs.org/recipients/marcario-garcia
- Source 4 (Image 2B): President Harry Truman awards the Congressional Medal of Honor to Macario Garcia in 1945, National Archives photo no. 111-SC-210813
- Source 5 (Image 3A): Service Record for Roberto Clemente Walker, September 30, 1958, Official Military Personnel File of Roberto C. Walker (Roberto Clemente), National Archives, NAID 7329767, catalog.archives.gov/id/40920552?objectPage=12
- Source 6 (Image 3B): Jim Hansen, "Roberto Clemente and other members of the Pittsburgh Pirates baseball team during the playing of the National Anthem at the beginning of a baseball game," March 23, 1967. LOOK Magazine Photograph Collection, Library of Congress, loc.gov/item/2008679066/
- Source 7 (Image 4A): Timothy Greenfield-Sanders, Portrait of Sonia Sotomayor, June 2010, National Portrait Gallery, Smithsonian Institution, npg.si.edu/object/npg_NPG.2015.27
- Source 8 (Image 4B): Fred Schilling, The Supreme Court as composed June 30, 2022, Collection of the Supreme Court of the United States, supremecourt.gov/about/justices.aspx

- Activity Sheet 1: Details, Description, and Decision (four per student)
- Historical Background: “Latino ‘Firsts’ in the United States,” by Geraldo L. Cadava, Professor of History and Wender-Lewis Teaching and Research Professor, Northwestern University
- Activity Sheet 2: Important Phrases: Historical Background
- Source 9: “Spanish Don’s Daughter Among 4 Women in Race for Congress,” *New-York Tribune*, September 14, 1922, p. 6, Chronicling America: Historic American Newspapers, Library of Congress, chroniclingamerica.loc.gov/lccn/sn83030214/1922-09-14/ed-1/seq-6/
- Activity Sheet 3: SOAPStone (based on a College Board study guide)
- Activity Sheet 4: Keywords/Summary/Restatement: “Mrs. Otero-Warren Dies At Home,” *Albuquerque Journal*, January 4, 1965, courtesy of the Associated Press
- Optional: National Park Service video, *Nina Otero-Warren, The Spell of My Country*, nps.gov/media/video/view.htm%3Fid%3D8C4E64C4-70B9-4549-9E55-8D91219A63E8
- Source 10: Recommendation for Award of the Medal of Honor for Macario Garcia, 1945, National Archives, humanitiestexas.org/archives/digital-repository/recommendation-award-medal-honor-1945
- Activity Sheet 5: Keywords/Summary/Restatement: “War Hero Dies in Car Crash,” *Silver City Daily Press* (Silver City, NM), December 26, 1972, courtesy of the Associated Press
- Optional: PBS, *Latino Americans*, Episode 3 (“War and Peace”) trailer video, pbs.org/video/latino-americans-episode-3-war-and-peace-trailer/
- Source 11: Letter from Former State Senator John M. Walker of Pennsylvania to US Senator Hugh Scott of Pennsylvania, February 9, 1959, Official Military Personnel File of Roberto C. Walker (Roberto Clemente), National Archives, NAID 7329775, catalog.archives.gov/id/40920552?objectPage=39
- Source 12: Pete Coutros, “Roberto Clemente Crash Victim,” *New York Daily News*, January 2, 1973. © 1973 New York Daily News. All rights reserved. Distributed by Tribune Content Agency, LLC
- Activity Sheet 6: Important Phrases: Primary Source
- Optional: PBS *American Experience*, “Roberto Clemente” trailer video, pbs.org/wgbh/americanexperience/features/roberto-clemente-trailer/
- Source 13: “Remarks by the President Nominating Judge Sonia Sotomayor to the United States Supreme Court,” May 26, 2009, The White House, Office of the Press Secretary, obamawhitehouse.archives.gov/the-press-office/remarks-president-nominating-judge-sonia-sotomayor-united-states-supreme-court
 - o A Spanish-language translation prepared by the Office of the Press Secretary is also included.
- Source 14: “Response by Sonia Sotomayor to the Remarks by the President Nominating Her to the United States Supreme Court,” May 26, 2009, The White House, Office of the Press Secretary, awpc.cattcenter.iastate.edu/2017/03/09/supreme-court-nomination-speech-may-26-2009/
- Optional: “Sonia Sotomayor Associate Justice of the Supreme Court,” *Biography*, youtube.com/watch?v=BDzhYlOpW64
- Activity Sheet 7: Unit Summary
- Activity Sheet 8: Short-Answer Question Assessment Activity Sheet

HISTORICAL BACKGROUND

LATINO “FIRSTS” IN THE UNITED STATES

by Geraldo L. Cadava, Northwestern University

Sixteenth-century Indigenous, Spanish, African, and Asian ancestors were in the Americas battling, massacring, and building families with one another before British colonists landed at Jamestown or Plymouth Rock. They pioneered the building and maintenance of capitalist societies that extracted mineral wealth, grew tobacco, and produced textiles. They established the institution of the Catholic Church and mixed Indigenous, Spanish, and African religious, musical, and food cultures. These were the imprints left on the Americas by the Spanish during the colonial period.

Since Latin American countries won independence from Spain, the United States won independence from Great Britain, and the United States annexed Northern Mexico and colonized Cuba and Puerto Rico, there have been many other Latino firsts: the first Mexican Americans and Puerto Ricans to serve in the US Congress after the US-Mexico War and the Spanish-American War; the first Latinos to settle in Tampa, Philadelphia, or New York; the first Mexican, Cuban, and Puerto Rican businessmen to profit from the American settlers who ventured into the US Southwest and the Caribbean islands.

During the nineteenth century, many Latinos weren’t newcomers to politics or industry, but rather longtime inhabitants of their home regions who by and large dictated the terms of their relationships with American settlers. This changed over the course of the twentieth century, during which period some Latinos were regarded as the first in their fields to pursue careers in these professions in the United States. There were Latino musicians, athletes, politicians, business leaders, soldiers, lawyers, doctors, and judges throughout the twentieth century. In the world of entertainment, there were Desi Arnaz, the Cuban-born musician who gained fame first in New York’s Latin music nightclubs and then as a television star on *I Love Lucy*; the Puerto Rican bandleader and timbalero Tito Puente; and the Afro-Cuban singer Celia Cruz. In the military, there was Silvestre Herrera, perhaps the most famous Latino recipient—one of a cohort of about twenty—to receive the Medal of Honor during World War II. In the world of sport, there was Roberto Clemente, an Afro-Puerto Rican baseball player for the Pittsburgh Pirates who died in a plane crash at the age of thirty-eight. In politics and business, the Republican Mexican American Benjamin Fernandez became the first Latino to run for president in 1980, and in the following year, 1981, Roberto Goizueta became the CEO of Coca-Cola, making him the first Latino head of a Fortune 500 company. The astronaut Ellen Ochoa, a Mexican American woman from Los Angeles, became the first Latina to travel to space, in 1993, when she went on a nine-day mission aboard the Space Shuttle *Discovery*, and the judge Sonia Sotomayor, a Puerto Rican woman from New York, became the first Latina Supreme Court justice.

All of these Latinos are the first in their fields to achieve such fame and recognition, even if some of their names remain unknown to most Americans. The fact that they reached such prominence is of course one sign that Latinos have become integrated into all areas of life in the United States, even though their fame as individual standouts signals how much more most Latinos have yet to achieve.

Geraldo L. Cadava is a professor of history, Wender-Lewis Teaching and Research Professor, and the director of the Latina and Latino Studies Program at Northwestern University. He is the author of The Hispanic Republican: The Shaping of an American Political Identity, from Nixon to Trump (Ecco/HarperCollins, 2020) and Standing on Common Ground: The Making of a Sunbelt Borderland (Harvard University Press, 2013).

LESSON 1

GALLERY WALK HISTORICAL BACKGROUND ANALYSIS

BY MARIA MIRABALLES (CREATED IN 2024) WITH ADDITIONAL RESEARCH BY JOSÉ A. GREGORY

OVERVIEW

There are two objectives to this opening lesson of the unit: Students will engage with paired photographs of the people featured in this unit and the historical context of their contributions, allowing them to demonstrate the scope of their current knowledge and their ability to gain knowledge from visual representations of historical figures and events. The second objective is for students to read and understand the Historical Background essay written by Geraldo L. Cadava, a professor of history and director of the Latina and Latino Studies Program at Northwestern University. Students will be exposed to a broad overview of prominent Latinos and their contributions to the United States and will select important phrases to refine their knowledge and understanding of the essay.

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GRADE LEVELS: 7–12

RECOMMENDED TIME FOR COMPLETION: Five 45-minute class periods

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MATERIALS

- Gallery Walk
 - o Source 1 (Image 1A): Adelina (Nina) Otero-Warren, photograph by Bain News Service, July 11, 1923, George Grantham Bain Collection, Library of Congress, loc.gov/item/2014716277/
 - o Source 2 (Image 1B): “Senator Catron Receiving a Delegation of Suffragists,” New Mexico, 1915. Folder: Suffrage Campaign - Campaign of 1915 (Folder 2 of 2), Box V: 360, National Woman's Party Records, Manuscript Division, Library of Congress
 - o Source 3 (Image 2A): Macario Garcia with Medal of Honor, ca. 1945, Congressional Medal of Honor Society, cmohs.org/recipients/marcario-garcia
 - o Source 4 (Image 2B): President Harry Truman awards the Congressional Medal of Honor to Macario Garcia in 1945, National Archives photo no. 111-SC-210813
 - o Source 5 (Image 3A): Service Record for Roberto Clemente Walker, September 30, 1958, Official Military Personnel File of Roberto C. Walker (Roberto Clemente), National Archives, NAID 7329767, catalog.archives.gov/id/40920552?objectPage=12
 - o Source 6 (Image 3B): Jim Hansen, “Roberto Clemente and other members of the Pittsburgh Pirates baseball team during the playing of the National Anthem at the beginning of a baseball game,” March 23, 1967. LOOK Magazine Photograph Collection, Library of Congress, loc.gov/item/2008679066/

- o Source 7 (Image 4A): Timothy Greenfield-Sanders, Portrait of Sonia Sotomayor, June 2010, National Portrait Gallery, Smithsonian Institution, npg.si.edu/object/npg_NPG.2015.27
- o Source 8 (Image 4B): Fred Schilling, The Supreme Court as composed June 30, 2022, Collection of the Supreme Court of the United States, supremecourt.gov/about/justices.aspx
- Activity Sheet 1: Details, Description, and Decision (four per student)
- Historical Background: “Latino ‘Firsts’ in the United States,” by Geraldo L. Cadava, Professor of History and Wender-Lewis Teaching and Research Professor, Northwestern University
- Activity Sheet 2: Important Phrases: Historical Background

PROCEDURE

1. Assign students to pairs or small groups for the Gallery Walk activity. The students’ initial examination of the eight photographs and the people featured in them may give you insight into their prior knowledge of Latino and Latina contributions to American history.
2. You may set up photographs 1A–4A (Sources 1, 3, 5, and 7) at different stations around the room (on walls, screens, or desks) or hand each pair/group all four images. You will do the same with photographs 1B–4B (Sources 2, 4, 6, and 7).
3. The students will look at the four “A” images, one after the other, for about thirty seconds each.
4. Display or distribute the paired “B” images with four copies of the Details, Description, and Decision activity sheet for each student. (Note that, in Image 1B, Adelina Otero-Warren is not represented in the photograph.) Allow students to rotate again through the images in the order they did in the first cycle while filling in the activity sheet. Encourage students to cite contextual clues that may inform their work.
5. Circulate around the room and monitor students as they make their observations.
6. Once the activity is completed, have students return to their desks and distribute the Historical Background essay by Professor Geraldo L. Cadava and Activity Sheet 2: Important Phrases.
7. You may read the Historical Background essay out loud, distribute it and have the students read it to themselves, or “share read” it with the class. This is done by having the students follow along silently while you begin to read aloud, modeling prosody, inflection, and punctuation. Then ask the class to join in with the reading after a few sentences while you continue to read aloud, still serving as the model. This technique will support struggling readers as well as English language learners (ELL). Students may already be familiar with some of the prominent historical figures from this unit, or from different cultures, and may be able to make connections independently and/or with support.
8. Ask students to independently go back to the essay, reading it carefully to select three important or informative phrases or sentences. They will then use those phrases to summarize the main idea of the essay.
9. Wrap-up: Discuss vocabulary that the students found confusing or difficult. They can record these words and their meaning on the back of the Important Phrases activity sheet.
10. Explain to the students that throughout the unit they will learn about a select sample of prominent Latino figures represented in the photographs they examined and that they will focus on in-depth analysis of primary and secondary sources in order to discover contributions made by these individuals.

LESSON 2

ADELINA (NINA) OTERO-WARREN: POLITICIAN AND SUFFRAGIST

BY MARIA MIRABALLES (CREATED IN 2024) WITH ADDITIONAL RESEARCH BY JOSÉ A. GREGORY

OVERVIEW

In this lesson the students will use close-reading strategies and analytical skills to learn about Nina Otero-Warren, a Mexican American suffragist who advocated for bilingual education and ran for a seat in Congress to represent New Mexico. Students will draw conclusions about the political contributions and aspirations of Nina Otero-Warren by examining a newspaper article describing her campaign for the House of Representatives and a newspaper article reporting her death. Students will demonstrate their understanding of the sources through the use of the SOAPStone and Keyword/Summary/Restatement activity sheets. They may work independently, in pairs, or in small groups.

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GRADE LEVELS: 7–12

RECOMMENDED TIME FOR COMPLETION: Five 45-minute class periods

UNIT OVERVIEW: This unit is one of the Gilder Lehrman Institute's Teaching Literacy through History™ (TLTH) resources, designed to align with the Common Core State Standards. Students will learn and practice skills that will help them analyze, assess, and develop knowledgeable and well-reasoned points of view on visual and textual primary and secondary source materials. The five lessons in this unit explore the biographies of four prominent Latinos and Latinas, focusing on their contributions in the twentieth and twenty-first centuries.

MATERIALS

- Source 9: “Spanish Don’s Daughter Among 4 Women in Race for Congress,” *New-York Tribune*, September 14, 1922, p. 6, *Chronicling America: Historic American Newspapers*, Library of Congress, chroniclingamerica.loc.gov/lccn/sn83030214/1922-09-14/ed-1/seq-6/
- Activity Sheet 3: SOAPStone (based on a College Board study guide)
- Activity Sheet 4A and B: Keywords/Summary/Restatement: “Mrs. Otero-Warren Dies At Home,” *Albuquerque Journal*, January 4, 1965, courtesy of the Associated Press
- Optional: National Park Service video, *Nina Otero-Warren, The Spell of My Country*, nps.gov/media/video/view.htm%3Fid%3D8C4E64C4-70B9-4549-9E55-8D91219A63E8

PROCEDURE

1. Lead a discussion about what the class learned in the previous lesson. Encourage students to recall some of the examples of Latino contributions offered in the Historical Background essay by Geraldo L. Cadava.
2. Distribute Source 9 (“Spanish Don’s Daughter Among 4 Women in Race for Congress,” September 14, 1922) and the SOAPStone Activity Sheet. Review what the individual letters stand for in the SOAPStone activity sheet.
3. You may choose to read the newspaper article out loud, have the students read it to themselves, or share read it with the class as described in Lesson 1.

4. Ask students to complete the SOAPStone Activity Sheet as they examine the document. You may ask students to work independently, in pairs, or in small groups.
5. Class discussion: Have students share out their responses and compare their answers to their peers' answers.
6. Distribute Activity Sheet 4A and B (Keywords/Summary/Restatement: "Mrs. Otero-Warren Dies At Home," January 4, 1965)
7. You may choose to read the newspaper article out loud, have the students read it to themselves, or share read it with the class.
8. Have students complete the activity sheets as they examine the newspaper article. You may choose to complete this activity as a whole-class exercise.
 - a. The first step is to select "keywords" from the text.

Guidelines for Selecting Keywords: Keywords are important to understanding the text. These words are usually nouns or verbs. Don't pick "connector" words (*are, is, the, and, so, etc.*). The number of keywords depends on the length of the text. This selection is 366 words long, so we have divided the text into two sections and the class can pick 6 to 8 keywords for each. Since the students must know the meaning of the words they choose, you will have opportunities to teach them how to use context clues, word analysis, and dictionary skills to discover word meanings. They can write down any words they cannot figure out on the back of their organizer for discussion at the end of the class.

- b. Students will now select 6 to 8 words from the first section of the article that they believe are keywords and write them in the Keywords section of their activity sheet.
 - c. Survey the class to find out what the most popular choices are. You can write them down and have the class discuss the options and vote on the final choice, based on guidance from you. Now, no matter which words the students had previously selected, have them write the agreed-upon words in the Keywords section of the activity sheet.
 - d. The students will use the keywords to build a sentence that summarizes what the article was saying. Develop this sentence as a whole-class exercise or have the students work independently or with partners. When they have written their keyword summaries, have them share out and discuss their responses.
 - e. The students will now restate the summary sentence in their own words, not having to use the keywords.
 - f. Class discussion: Have students share-out their responses and compare their conclusions with their peers' conclusions.
 - g. Have the class follow the same procedure for 4B with the second part of the article about Nina Otero-Warren. You can have them work on this activity sheet in pairs or small groups or independently.
9. Optional: You may choose to offer a broader contextualization of Nina Otero-Warren by showing *Nina Otero-Warren, The Spell of My Country*, [nps.gov/media/video/view.htm%3Fid%3D8C4E64C4-70B9-4549-9E55-8D91219A63E8](https://www.nps.gov/media/video/view.htm%3Fid%3D8C4E64C4-70B9-4549-9E55-8D91219A63E8).
10. Wrap up: Discuss vocabulary that the students found confusing or difficult. The students can record these words and their meaning on the back of either activity sheet or on a separate vocabulary form.

LESSON 3

MACARIO GARCIA: DECORATED VETERAN OF WWII

BY MARIA MIRABALLES (CREATED IN 2024) WITH ADDITIONAL RESEARCH BY JOSÉ A. GREGORY

OVERVIEW

In this lesson the students will use close-reading strategies as well as analytical skills to learn about Macario Garcia, a Mexican immigrant who fought for the United States in World War II and became the first Mexican national to be awarded the Medal of Honor. Garcia was also awarded the Purple Heart and the Bronze Star for his service. In this lesson, students will draw conclusions about the honor bestowed upon Macario Garcia due to his selfless service by examining the government record nominating him for recognition and a newspaper article reporting his death. They will demonstrate their understanding of the sources through the use of the SOAPStone and Keyword/Summary/Restatement activity sheets. They may work independently, in pairs, or in small groups.

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GRADE LEVELS: 7–12

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MATERIALS

- Source 10: Recommendation for Award of the Medal of Honor for Macario Garcia, 1945, National Archives, humanitiestexas.org/archives/digital-repository/recommendation-award-medal-honor-1945
- Activity Sheet 3: SOAPStone (based on a College Board study guide)
- Activity Sheet 5: Keywords/Summary/Restatement: “War Hero Dies in Car Crash,” *Silver City Daily Press* (Silver City, NM), December 26, 1972, courtesy of the Associated Press
- Optional: PBS, *Latino Americans*, Episode 3 (“War and Peace”) trailer video: pbs.org/video/latino-americans-episode-3-war-and-peace-trailer/

PROCEDURE

1. Briefly review what the class did in the previous lesson. Have students recall some of the historical facts they learned about Nina Otero-Warren and describe what made her such a prominent figure. Explain that the class will continue a deep dive into a second prominent Latino of modern America.
2. Distribute Source 10 (Recommendation for Award of the Medal of Honor Macario Garcia, 1945), and the SOAPStone activity sheet. Review what the individual letters stand for in the SOAPStone Activity Sheet and the definitions provided.

3. You may choose to read the official government record for the Recommendation for the Award of Medal of Honor out loud, have the students read it to themselves, or share read it with the class as described in Lesson 1.
4. Ask students to complete the SOAPStone activity sheet as they examine the document. You may ask students to work independently, in pairs, or in small groups.
5. Class discussion: Have students share out their responses and compare their answers to their peers'.
6. Distribute Activity Sheet 5 ("War Hero Dies in Car Crash," December 26, 1972), the Keyword/Summary/Restatement activity, and complete it as described in Lesson 2. This article is 206 words long, so students should select up to 10 keywords.
7. You may choose to read the newspaper article out loud, have the students read it to themselves, or share read it with the class.
8. Have students complete the activity sheet as they examine the newspaper article.
9. Class discussion: Have students share out their responses and compare their choices to their peers'.
10. As an optional activity you may choose to offer a broader contextualization of Latinos' contributions to the US military by showing the trailer for the PBS series *Latino Americans*, Episode 3 ("War and Peace"), pbs.org/video/latino-americans-episode-3-war-and-peace-trailer/.
11. Wrap up: Discuss vocabulary that the students found confusing or difficult. The students can record these words and their meaning on the back of either activity sheet or on a separate vocabulary form.

LESSON 4

ROBERTO CLEMENTE: VETERAN, ATHLETE, HUMANITARIAN

BY MARIA MIRABALLES (CREATED IN 2024) WITH ADDITIONAL RESEARCH BY JOSÉ A. GREGORY

OVERVIEW

In this lesson students will continue to use close-reading strategies and analytical skills to learn about Roberto Clemente, a Puerto Rican professional baseball player who played eighteen seasons in Major League Baseball. He enlisted in the US Marine Corps in 1958 and was a social activist and a humanitarian. Students will draw conclusions about the social contributions and accomplishments of Roberto Clemente by examining a letter written by a former state senator to request permission for Clemente to return to baseball training camp, despite the fact that he was serving at Camp Lejeune in North Carolina, and a newspaper article from the *New York Daily News* remembering his life after his tragic death in December 1972. Students will demonstrate their understanding of the sources through the use of the SOAPStone and the Important Phrases activity sheets. They may work independently, in pairs, or in small groups.

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MATERIALS

- Source 11: Letter from Former State Senator John M. Walker of Pennsylvania to US Senator Hugh Scott of Pennsylvania, February 9, 1959, Official Military Personnel File of Roberto C. Walker (Roberto Clemente), (National Archives, NAID 7329775, catalog.archives.gov/id/40920552?objectPage=39)
- Source 12: Pete Coutros, “Roberto Clemente Crash Victim,” *New York Daily News*, January 2, 1973. © 1973 New York Daily News. All rights reserved. Distributed by Tribune Content Agency, LLC
- Activity Sheet 3: SOAPStone
- Activity Sheet 6: Important Phrases: Primary Source
- Optional: PBS *American Experience*, “Roberto Clemente” trailer video, pbs.org/wgbh/americanexperience/features/roberto-clemente-trailer/

PROCEDURE

1. Lead a discussion about what the class learned in the previous lessons. Have students recall some of the historical facts they learned the previous day about Macario Garcia and describe what made him such a prominent figure.
2. Distribute Source 11 (Letter from Former State Senator John M. Walker to US Senator Hugh Scott, February 9, 1959) and the SOAPStone activity sheet.

3. You may choose to read the letter out loud, have the students read it to themselves, or share read it with the class as described in Lesson 1.
4. Ask students to complete the SOAPStone Activity Sheet as they examine the document. You may have them work independently, in pairs, or in small groups.
5. Class discussion: Have students share out their responses and compare their answers to their peers’.
6. Distribute Source 12 (“Roberto Clemente Crash Victim,” January 2, 1973) with the Important Phrases activity sheet. You may remind students of the procedure from Lesson 1.
7. You may choose to read the newspaper article out loud, have the students read it to themselves, or share read it with the class.
8. Have students complete the important phrases activity sheet as they examine the newspaper article and summarize the meaning of the text.
9. Class discussion: Have students share out their responses and compare their choices to their peers’.
10. You may choose to offer a broader contextualization of Roberto Clemente by showing the trailer from the PBS series *American Experience*, “Roberto Clemente,” pbs.org/wgbh/americanexperience/features/roberto-clemente-trailer/.
11. Wrap up: Discuss vocabulary that the students found confusing or difficult. The students can record these words and their meaning on the back of the organizer or on a separate vocabulary form.

LESSON 5

SONIA SOTOMAYOR: SUPREME COURT JUSTICE

BY MARIA MIRABALLES (CREATED IN 2024) WITH ADDITIONAL RESEARCH BY JOSÉ A. GREGORY

OVERVIEW

In this lesson the students will continue to use close-reading strategies and analytical skills to learn about Sonia Sotomayor, the associate justice of the United States Supreme Court who in 2009 became the first Latina, and the third woman, to serve on the Supreme Court of the United States. Students will draw conclusions about the significance of Sotomayor's confirmation by the US Senate by examining the remarks given by President Barack Obama on May 26, 2009, and Sotomayor's response to his address. They will demonstrate their understanding of the sources by completing activity sheets independently, in pairs, or in small groups. This lesson also provides a summative assessment addressing the two Essential Questions: How have Latinos and Latinas contributed to American politics and culture? How have prominent Latinos and Latinas uplifted their communities?

Maria Miraballes is an 18-year-veteran high school social studies teacher in Connecticut and a professional development leader for the Gilder Lehrman Institute of American History.

GRADE LEVELS: 7–12

RECOMMENDED TIME FOR COMPLETION: Five 45-minute class periods

UNIT OVERVIEW: This unit is one of the Gilder Lehrman Institute's Teaching Literacy through History™ (TLTH) resources, designed to align with the Common Core State Standards. Students will learn and practice skills that will help them analyze, assess, and develop knowledgeable and well-reasoned points of view on visual and textual primary and secondary source materials. The five lessons in this unit explore the biographies of four prominent Latinos and Latinas, focusing on their contributions in the twentieth and twenty-first centuries.

MATERIALS

- Source 13: Excerpts from “Remarks by the President Nominating Judge Sonia Sotomayor to the United States Supreme Court,” May 26, 2009, The White House, Office of the Press Secretary, obamawhitehouse.archives.gov/the-press-office/remarks-president-nominating-judge-sonia-sotomayor-united-states-supreme-court
 - o A Spanish-language translation prepared by the Office of the Press Secretary is also included.
- Source 14: “Response by Sonia Sotomayor to the Remarks by the President Nominating Her to the United States Supreme Court,” May 26, 2009, The White House, Office of the Press Secretary, awpc.cattcenter.iastate.edu/2017/03/09/supreme-court-nomination-speech-may-26-2009/
- Activity Sheet 3: SOAPSTone
- Activity Sheet 6: Important Phrases: Primary Source
- Optional: “Sonia Sotomayor Associate Justice of the Supreme Court,” [youtube.com/watch?v=BDzhYIOpW64](https://www.youtube.com/watch?v=BDzhYIOpW64)
- Activity Sheet 7: Unit Summary
- Activity Sheet 8: Short-Answer Question Assessment: Prominent Latinos and Latinas in US History

Sources and Activity Sheets from all the lessons for the summative assessment:

- Source 1 (Image 1A): Adelina (Nina) Otero-Warren, photograph by Bain News Service, July 11, 1923, George Grantham Bain Collection, Library of Congress, loc.gov/item/2014716277/
- Source 2 (Image 1B): “Senator Catron Receiving a Delegation of Suffragists,” New Mexico, 1915. Folder: Suffrage Campaign - Campaign of 1915 (Folder 2 of 2), Box V: 360, National Woman’s Party Records, Manuscript Division, Library of Congress
- Source 3 (Image 2A): Macario Garcia with Medal of Honor, ca. 1945, Congressional Medal of Honor Society, cmohs.org/recipients/marcario-garcia
- Source 4 (Image 2B): President Harry Truman awards the Congressional Medal of Honor to Macario Garcia in 1945, National Archives photo no. 111-SC-210813
- Source 5 (Image 3A): Service Record for Roberto Clemente Walker, September 30, 1958, Official Military Personnel File of Roberto C. Walker (Roberto Clemente), National Archives, NAID 7329767, catalog.archives.gov/id/40920552?objectPage=12
- Source 6 (Image 3B): Jim Hansen, “Roberto Clemente and other members of the Pittsburgh Pirates baseball team during the playing of the National Anthem at the beginning of a baseball game,” March 23, 1967. LOOK Magazine Photograph Collection, Library of Congress, loc.gov/item/2008679066/
- Source 7 (Image 4A): Timothy Greenfield-Sanders, Portrait of Sonia Sotomayor, June 2010, National Portrait Gallery, Smithsonian Institution, npg.si.edu/object/npg_NPG.2015.27
- Source 8 (Image 4B): Fred Schilling, The Supreme Court as Composed June 30, 2022, Collection of the Supreme Court of the United States, supremecourt.gov/about/justices.aspx
- Activity Sheet 1: Details, Description, and Decision (four per student)
- Historical Background: “Latino ‘Firsts’ in the United States,” by Geraldo L. Cadava, Professor of History and Wender-Lewis Teaching and Research Professor, Northwestern University
- Activity Sheet 2: Important Phrases: Historical Background
- Source 9: “Spanish Don’s Daughter Among 4 Women in Race for Congress,” *New-York Tribune*, September 14, 1922, p. 6, Chronicling America: Historic American Newspapers, Library of Congress, chroniclingamerica.loc.gov/lccn/sn83030214/1922-09-14/ed-1/seq-6/
- Activity Sheet 3: SOAPStone (based on a College Board study guide)
- Activity Sheet 4: Keywords/Summary/Restatement: “Mrs. Otero-Warren Dies At Home,” *Albuquerque Journal*, January 4, 1965, courtesy of the Associated Press
- Optional: National Park Service video, *Nina Otero-Warren, The Spell of My Country*, nps.gov/media/video/view.htm%3Fid%3D8C4E64C4-70B9-4549-9E55-8D91219A63E8
- Source 10: Recommendation for Award of the Medal of Honor for Macario Garcia, 1945, National Archives, humanitiestexas.org/archives/digital-repository/recommendation-award-medal-honor-1945
- Activity Sheet 5: Keywords/Summary/Restatement: “War Hero Dies in Car Crash,” *Silver City Daily Press* (Silver City, NM), December 26, 1972, courtesy of the Associated Press
- Optional: PBS, *Latino Americans*, Episode 3 (“War and Peace”) trailer video: pbs.org/video/latino-americans-episode-3-war-and-peace-trailer/

- Source 11: Letter from Former State Senator John M. Walker of Pennsylvania to US Senator Hugh Scott of Pennsylvania, February 9, 1959, Official Military Personnel File of Roberto C. Walker (Roberto Clemente), National Archives, NAID 7329775, catalog.archives.gov/id/40920552?objectPage=39
- Source 12: Pete Coutros, “Roberto Clemente Crash Victim,” *New York Daily News*, January 2, 1973. © 1973 New York Daily News. All rights reserved. Distributed by Tribune Content Agency, LLC
- Activity Sheet 6: Important Phrases: Primary Source
- Optional: PBS *American Experience*, “Roberto Clemente” trailer video pbs.org/wgbh/americanexperience/features/roberto-clemente-trailer/
- Source 13: “Remarks by the President Nominating Judge Sonia Sotomayor to the United States Supreme Court,” May 26, 2009, The White House, Office of the Press Secretary, [obamawhitehouse.archives.gov/the-press-office/remarks-president-nominating-judge-sonia-sotomayor-united-states-supreme-court](https://obamawhitehouse.archives.gov/the-press-office/2009/05/26/remarks-president-nominating-judge-sonia-sotomayor-united-states-supreme-court)
 - o A Spanish-language translation prepared by the Office of the Press Secretary is also included.
- Source 14: “Response by Sonia Sotomayor to the Remarks by the President Nominating Her to the United States Supreme Court,” May 26, 2009, The White House, Office of the Press Secretary, awpc.cattcenter.iastate.edu/2017/03/09/supreme-court-nomination-speech-may-26-2009/
- Optional: “Sonia Sotomayor Associate Justice of the Supreme Court,” *Biography*, youtube.com/watch?v=BDzhYlOpW64

PROCEDURE

1. Lead a discussion about what the class learned in the previous lessons. Have students recall some of the historical facts they learned the previous day about Roberto Clemente and what made him such a prominent figure. Explain that today the class will examine their final prominent Latina of modern America and finish the unit with their responses to the Short-Answer Questions (SAQ).
2. Distribute Source 13 (Remarks by the President in Nominating Judge Sonia Sotomayor to the United States Supreme Court, 2009) and the SOAPStone activity sheet.
3. You may choose to read the remarks out loud, have the students read it to themselves, or share read the text with the class.
4. Ask students to complete the SOAPStone Activity Sheet as they examine the document. You may ask students to work independently, in pairs, or in small groups.
5. Class discussion: Have students share out their responses and compare their answers to their peers’.
6. Distribute Source 14 (Response by Sonia Sotomayor to the Remarks by the President, 2009) as well as the Important Phrases activity sheet.
7. You may choose to read Sotomayor’s response out loud, have the students read it to themselves, or share read it.
8. Have students complete the Important Phrases analysis activity sheet as they examine the speech.
9. Class discussion: Have students share out their responses and compare their choices to their peers’.
10. You may choose to offer a broader contextualization of Sonia Sotomayor by showing “Sonia Sotomayor Associate Justice of the Supreme Court,” youtube.com/watch?v=BDzhYlOpW64.

11. Wrap up: Discuss vocabulary that the students found confusing or difficult. The students can record these words and their meaning on the back of either of the activity sheets or on a separate vocabulary form.
12. Distribute or have students take out all of the sources and activity sheets students have worked on throughout the previous lessons.
13. Distribute Activity Sheet 7 (Unit Summary Activity Sheet). Have students fill in the activity sheet independently, citing material from the texts they have examined in previous lessons.
14. Distribute Activity Sheet 8 (Short-Answer Question (SAQ) Activity Sheet). Explain to students that they are to select one of the four examples to focus on for their final written assessment.

Source 1: (Image 1A)



*Adelina (Nina) Otero-Warren, photograph by Bain News Service, July 11, 1923.
(George Grantham Bain Collection, Library of Congress, loc.gov/item/2014716277)*

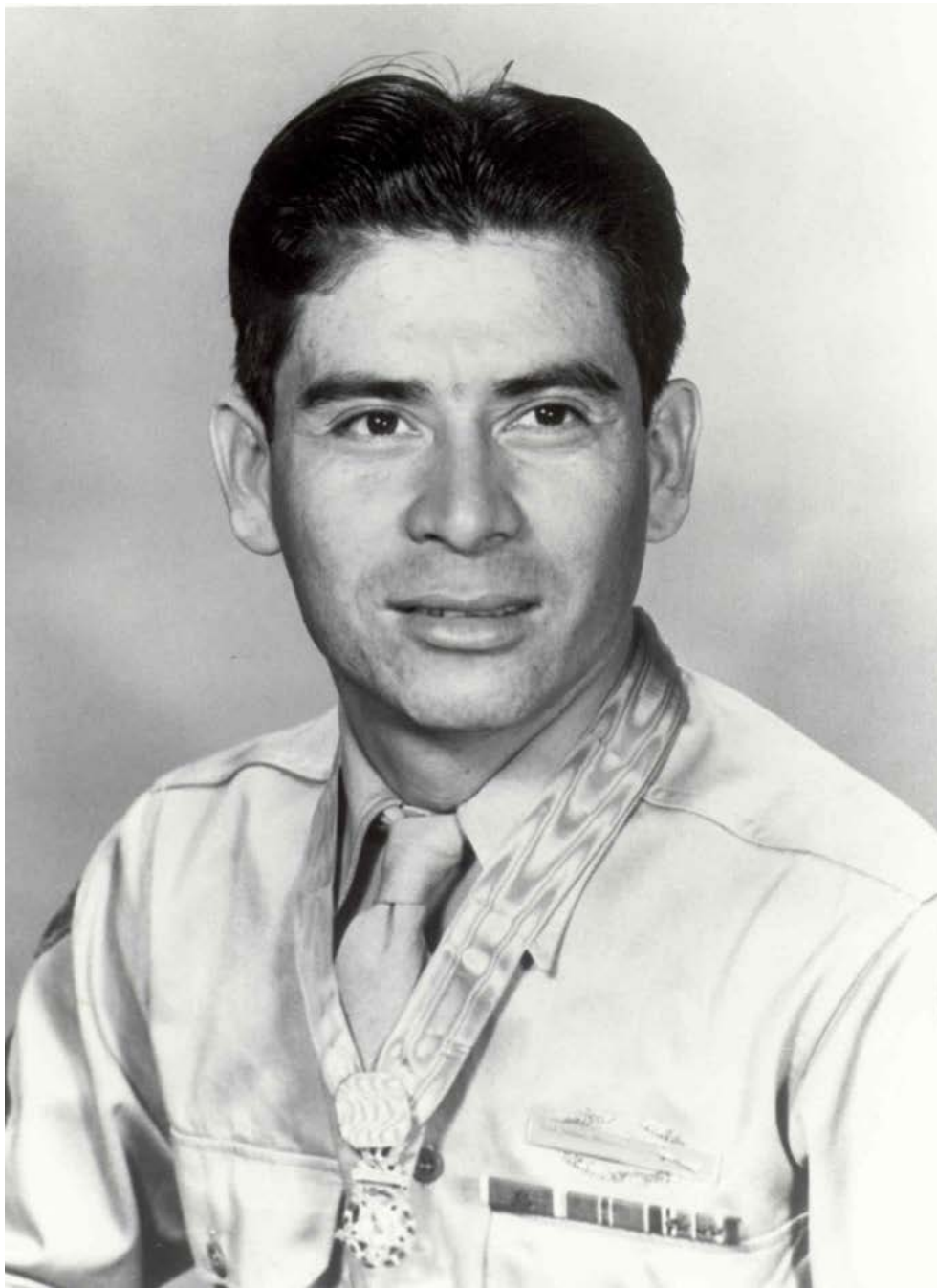
Source 2: (Image 1B)



“Senator Catron Receiving a Delegation of Suffragists,” New Mexico, 1915. (National Woman’s Party Records, Manuscript Division, Library of Congress)

Otero-Warren is not depicted in the image. “On the deputation, which was led by Mrs. F. C. Wilson, the speakers were Miss Aurora Lucero, who talked from the viewpoint of the Spanish-American women; Mrs. Rupert Asplund, Mrs. Cleofas Romero, and Mrs. E. St. Clair Thompson.” (From “Deputation to Senator Catron of New Mexico,” in The Suffragist, November 6, 1915, p. 6, Staten Island Museum, archive.org/details/suffragist03cong_43/mode/2up)

Source 3: (Image 2A)



Macario Garcia with Medal of Honor, ca. 1945 (Congressional Medal of Honor Society, cmohs.org/recipients/marcario-garcia)


Source 4: (Image 2B)



*President Harry Truman awards the Congressional Medal of Honor to Macario Garcia in 1945.
(National Archives photo no. 111-SC-210813)*

Source 5: (Image 3A)

THIRD RECRUIT TRAINING BATTALION
RECRUIT TRAINING REGIMENT
MARINE CORPS RECRUIT DEPOT
PARRIS ISLAND, SOUTH CAROLINA



NAME: WALKER, Roberto C. SERVICE NO: 1807788

RANK: _____ DATE OF PHOTO: 30Sep58

SIGNATURE OF MARINE: Roberto C. Walker

Service Record for Roberto Clemente Walker, September 30, 1958, Official Military Personnel File of Roberto C. Walker (Roberto Clemente) (National Archives Identifier 7329767, catalog.archives.gov/id/40920552?objectPage=12)

Source 6: (Image 3B)



Jim Hansen, "Roberto Clemente [fifth from right] and other members of the Pittsburgh Pirates baseball team during the playing of the National Anthem at the beginning of a baseball game," March 23, 1967. (LOOK Magazine Photograph Collection, Library of Congress, loc.gov/item/2008679066/)

Source 7: (Image 4A)



Timothy Greenfield-Sanders, photographer; Portrait of Sonia Sotomayor, June 2010. (National Portrait Gallery, Smithsonian Institution, npg.si.edu/object/npg_NPG.2015.27)

Source 8: (Image 4B)



Fred Schilling, photographer, "The Supreme Court as composed June 30, 2022." Front row, left to right: Associate Justice Sonia Sotomayor, Associate Justice Clarence Thomas, Chief Justice John G. Roberts Jr., Associate Justice Samuel A. Alito Jr., and Associate Justice Elena Kagan. Back row, left to right: Associate Justice Amy Coney Barrett, Associate Justice Neil M. Gorsuch, Associate Justice Brett M. Kavanaugh, and Associate Justice Ketanji Brown Jackson. (Collection of the Supreme Court of the United States)

NAME _____

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Activity Sheet 1: Details, Description, and Decision for Image # _____

Give this image a title:

<p><u>People:</u></p> <p>Details About:</p> <p>Identify the person/people in this image.</p> <p>Descriptive Summary Sentence:</p>	<p><u>Objects:</u></p> <p>Details About:</p> <p>Identify the object(s) in this image.</p> <p>Descriptive Summary Sentence:</p>
<p><u>Action/Activity:</u></p> <p>Details About:</p> <p>Identify the action/activity in this image.</p> <p>Descriptive Summary Sentence:</p>	<p><u>OVERALL ASSESSMENT:</u></p> <p>Decision:</p> <p>What have I learned from this image about twentieth- and twenty-first-century Latino history?</p>

Historical Background Latino “Firsts” in the United States

by Geraldo L. Cadava, Northwestern University

Sixteenth-century Indigenous, Spanish, African, and Asian ancestors were in the Americas battling, massacring, and building families with one another before British colonists landed at Jamestown or Plymouth Rock. They pioneered the building and maintenance of capitalist societies that extracted mineral wealth, grew tobacco, and produced textiles. They established the institution of the Catholic Church and mixed Indigenous, Spanish, and African religious, musical, and food cultures. These were the imprints left on the Americas by the Spanish during the colonial period.

Since Latin American countries won independence from Spain, the United States won independence from Great Britain, and the United States annexed Northern Mexico and colonized Cuba and Puerto Rico, there have been many other Latino firsts: the first Mexican Americans and Puerto Ricans to serve in the US Congress after the US-Mexico War and the Spanish-American War; the first Latinos to settle in Tampa, Philadelphia, or New York; the first Mexican, Cuban, and Puerto Rican businessmen to profit from the American settlers who ventured into the US Southwest and the Caribbean islands.

During the nineteenth century, many Latinos weren’t newcomers to politics or industry, but rather longtime inhabitants of their home regions who by and large dictated the terms of their relationships with American settlers. This changed over the course of the twentieth century, during which period some Latinos were regarded as the first in their fields to pursue careers in these professions in the United States. There were Latino musicians, athletes, politicians, business leaders, soldiers, lawyers, doctors, and judges throughout the twentieth century. In the world of entertainment, there were Desi Arnaz, the Cuban-born musician who gained fame first in New York’s Latin music nightclubs and then as a television star on *I Love Lucy*; the Puerto Rican bandleader and timbalero Tito Puente; and the Afro-Cuban singer Celia Cruz. In the military, there was Silvestre Herrera, perhaps the most famous Latino recipient—one of a cohort of about twenty—to receive the Medal of Honor during World War II. In the world of sport, there was Roberto Clemente, an Afro-Puerto Rican baseball player for the Pittsburgh Pirates who died in a plane crash at the age of thirty-eight. In politics and business, the Republican Mexican American Benjamin Fernandez became the first Latino to run for president in 1980, and in the following year, 1981, Roberto Goizueta became the CEO of Coca-Cola, making him the first Latino head of a Fortune 500 company. The astronaut Ellen Ochoa, a Mexican American woman from Los Angeles, became the first Latina to travel to space, in 1993, when she went on a nine-day mission aboard the Space Shuttle *Discovery*, and the judge Sonia Sotomayor, a Puerto Rican woman from New York, became the first Latina Supreme Court justice.

All of these Latinos are the first in their fields to achieve such fame and recognition, even if some of their names remain unknown to most Americans. The fact that they reached such prominence is of course one sign that Latinos have become integrated into all areas of life in the United States, even though their fame as individual standouts signals how much more most Latinos have yet to achieve.

Geraldo L. Cadava is a professor of history, Wender-Lewis Teaching and Research Professor, and the director of the Latina and Latino Studies Program at Northwestern University. He is the author of The Hispanic Republican: The Shaping of an American Political Identity, from Nixon to Trump (Ecco/HarperCollins, 2020) and Standing on Common Ground: The Making of a Sunbelt Borderland (Harvard University Press, 2013).

NAME

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Activity Sheet 2: Important Phrases Historical Background

Important Phrases: Which are the most important or informative phrases or sentences in this essay? Choose 3 and explain why you chose each of them.

Phrase 1:

Why is this phrase or sentence important or informative?

Phrase 2:

Why is this phrase or sentence important or informative?

Phrase 3:

Why is this phrase or sentence important or informative?

Using your selection of the most important or informative phrases/sentences as the basis for your analysis, summarize the main idea of this essay:

Source 9: "Spanish Don's Daughter Among 4 Women in Race for Congress," September 14, 1922

Mrs. Adelina Otero Warren, Former New Yorker, Wins a Hot Republican Primary Fight in New Mexico; Suffragists Here Elated Over Her Victory

Four Republican women have tossed their toques into the ring as candidates for Congress this fall.

Of the four the most picturesque is Mrs. Adelina Otero Warren, of Santa Fe, N.M., who represents the old Spanish tradition in the Southwest. She is the new type of woman in politics, the daughter of a Spanish don, with a background of family wealth and culture, yet herself one of the vigorous younger generation who espoused the cause of the militant suffragists of the National Women's Party and went in for public office as soon as women won the vote.

Mrs. Warren is a daughter of Don Manuel Otero and Donna Eloisa Luna Otero, names redolent of the romantic Spanish past, and her early education was in accord with the family tradition. But ten years ago the young woman cast away the past and asserted her birthright as an American. She came to New York to carve out her career, choosing as a medium the Vacation Association, founded by Miss Anne Morgan for the benefit of working girls. Miss Otero served as instructor in dancing, singing and dramatic classes.

She then returned to Santa Fe, where she took up club work and became chairman of the legislative committee of the New Mexico State Federation of Women's Clubs. She pushed bills in the state Legislature affecting child welfare and education. In 1918 she was made county superintendent of schools, and chairman of the State Health Board. She married, in the mean time, and as Mrs. Warren became well known throughout the Southwest for her activity as chairman of the women's division of the Republican State Committee of New Mexico.

Mrs. Warren is reported to have defeated in the primary contest the present incumbent of the seat, also a Republican, and this fact was noted with great glee by Republican women politicians yesterday as marking the passing of the time when women candidates were given complimentary nominations in districts where victory at the polls was highly improbable and where no male candidate was hungry for the post.

If Mrs. Warren wins her campaign she will be the first married woman to sit in Congress, her predecessors being Miss Jeanette Rankin, of Montana, and Miss Alice Robertson, of Oklahoma.

Miss Robertson again has obtained the nomination of the Oklahoma Republicans and expects to "stay in Wonderland after all."

The two other Republican women candidates are Mrs. Winifred Mason Huck, of Illinois, who is campaigning for the seat occupied by her father, the late William E. Mason, and Mrs. Lindsay Patterson, of North Carolina.

Spanish Don's Daughter Among 4 Women in Race for Congress

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Seeks Seat in House

Mrs. Adelina Otero Warren, who has been chosen by the Republicans of New Mexico to make the race for a seat in the House of Representatives.

From "Spanish Don's Daughter Among 4 Women in Race for Congress," New-York Tribune, September 14, 1922, p. 6. (Chronicling America: Historic American Newspapers, libraryofcongress.gov/chroniclingamerica.loc.gov/lccn/sn83030214/1922-09-14/ed-1/seq-6/)

NAME _____

PERIOD _____

DATE _____

Activity Sheet 3: SOAPSTone

Document _____

Speaker: Who created the document?	
Occasion: What is the time or place for which it was written?	
Audience: Who is the creator speaking to or writing for?	
Purpose: Why did the creator write this document?	
Subject: What is the message of the document?	
Tone: What emotion is the creator using in the document?	

NAME

PERIOD

DATE

Activity Sheet 4A: Keywords/Summary/Restatement

“Mrs. Otero-Warren Dies at Home,” January 4, 1965

Original Text

Descendant of Pioneer Families

SANTA FE (AP) — Mrs. Maria Adelina Emelia Otero-Warren, educator, author, businesswoman and descendant of two of the pioneer families in the Spanish settlement of New Mexico, died Sunday at her Santa Fe home at the age of 83.

In her own right, Mrs. Otero-Warren—who was best known as Nina Otero-Warren—left her mark on New Mexico’s history during the first half of the 20th Century.

Her roots were in both the Luna and Otero families. She was born in Los Lunas in 1881, the daughter of Dona Eloisa Luna and Manuel B. Otero.

Los Lunas is named after the Luna family, and the area was developed by Don Domingo Conde de Luna who came to the Spanish province of New Mexico about 1695 to settle the San Clemente Grant of more than 100,000 acres.

Back to Conquest

The Luna family history in North America goes back to the conquest by Hernando Cortez. Luis and Juan Luna were among the captains in Cortez’ army in the conquest of Mexico.

The Oteros also were prominent in the settlement of New Mexico, and Don Antonio Jose Otero, a great uncle of Mrs. Otero-Warren’s father, was the first judge of the supreme court of New Mexico. A cousin, Miguel A. Otero, was territorial governor from 1897 to 1906. Gov. Otero’s son, Miguel A. Otero, still living in Santa Fe, was a district judge. . . .

From “Mrs. Otero-Warren Dies At Home,” Albuquerque Journal, January 4, 1965

Keywords

NAME

PERIOD

DATE

Keyword Summary

In Your Own Words

NAME

PERIOD

DATE

Activity Sheet 4B: Keywords/Summary/Restatement

“Mrs. Otero-Warren Dies at Home,” January 4, 1965

Original Text

. . . Mrs. Otero-Warren was married in October, 1904 to Capt. Rawson Warren of the U.S. Army, who died many years ago. They had no children.

School Head

In 1917, Mrs. Otero-Warren became county superintendent of schools in Santa Fe County, a position she held until 1929.

She also served as one of five inspectors of Indian service in the Interior Dept.; had supervised adult education programs and was a director of literary education with the civilian conservation corps during the 1930's.

In 1941, Mrs. Otero-Warren was appointed a special consultant for the WPA, to direct an adult education program in Puerto Rico. While in Puerto Rico she assisted in establishing an emergency public school program.

In more recent years Mrs. Otero-Warren had operated a successful real estate and insurance agency in Santa Fe, known as “Las Dos.” . . .

From “Mrs. Otero-Warren Dies At Home,” Albuquerque Journal, January 4, 1965

Keywords

Keyword Summary

In Your Own Words

Source 10: Recommendation for Award of the Medal of Honor, February 1, 1945

R-E-S-T-R-I-C-T-E-D

HEADQUARTERS
COMPANY "B"
22ND INFANTRY

AG 200.6 Garcia, Macario (NMI) (Enl) APO #4, U.S. Army,
1 February, 1945.

SUBJECT: Recommendation for Award of the Medal of Honor.

THRU : Commanding General, 4th Infantry Division, APO #4, U.S. Army.

TO : The Adjutant General, War Department, Washington 25, D.C.

Under the provisions of AR 600-45, dated 22 September 1943, as amended, and Ltr, Hq. ETOUSA, file AG 200.6 MPGA, Sub: Awards and Decorations, dated 12 June 1944, it is recommended that the Medal of Honor be awarded to the following enlisted man for conspicuous gallantry and intrepidity at the risk of his life above and beyond the call of duty in action involving actual conflict with an enemy.

1. Personal Data:

a. Macario (NMI) Garcia Staff Sergeant 38246362
(Name) (Rank) (ASN)

Infantry Company "B", 22nd Infantry
(Arm or Service) (Organization)

b. Staff Sergeant Garcia was then a Private First Class, ASN 38246362, assigned to Company "B", 22nd Infantry, and was serving in the capacity of acting rifle squad leader at the time of the action upon which recommendation is based.

c. Decorations previously awarded: Bronze Star Medal, General Orders No. 89, Hq. 4th Infantry Division, APO #4, U.S. Army, dated 6 December 1944, for heroic achievement in connection with military operations against an enemy of the United States in Germany on 16 September 1944; Purple Heart, General Orders No. 37, Hq. 4th Infantry Division, APO #4, U.S. Army, dated 13 July 1944, for wounds received in action in France on 20 June 1944; Oak-Leaf Cluster to the Purple Heart, General Orders No. 25, Hq. 121st Station Hospital, dated 18 December 1944, for wounds received in action in Germany on 27 November 1944.

d. No decoration has previously been awarded for this act, and Staff sergeant Garcia has not previously been recommended for an award on the basis of this or related acts.

e. The entire service of Staff Sergeant Garcia, since the rendition of the deed upon which this recommendation is based, has been honorable.

f. Entered the military service from: Sugarland, Texas.

g. Nearest relative: Mrs. Josefa Garcia (Mother), Box #251, Sugarland, Texas.

- 1 -

R-E-S-T-R-I-C-T-E-D

125

Recommendation for Award of the Medal of Honor for Macario Garcia, February 1, 1945 (National Archives, humanitiestexas.org/archives/digital-repository/recommendation-award-medal-honor-1945)

NAME

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Activity Sheet 5: Keywords/Summary/Restatement

“War Hero Dies in Car Crash,” December 26, 1972

Original Text

HOUSTON (AP) — As former President Harry S. Truman was reported near death at Kansas City, one of the soldiers to whom he presented the Medal of Honor was killed in a traffic accident southwest of Houston.

Macario Garcia, 52, of Alief, Tex., and Myrtle Koonce, 48, of Houston died Christmas Eve night in the crash close to Sugar Land, Tex.

While suspending the nation’s highest award for valor from the neck of Garcia, then an Army staff sergeant, Truman told him in 1945, “I wish I had one of these.”

The Texas soldier received the Medal of Honor after he volunteered to dispose of two German machine gun nests blocking his platoon’s way Nov. 17, 1944, on the road to Cologne in Germany.

Although he was shot in the shoulder and foot, Garcia cleared the way by killing six Germans and capturing four. He said then and often before that he was just an average soldier and always scared.

Born in Mexico, Garcia became a U.S. citizen after leaving service with the rank of master sergeant. He was among Medal of Honor winners whom Truman later recommended for jobs with the Veterans Administration, working until his death as a VA contract man in this area.

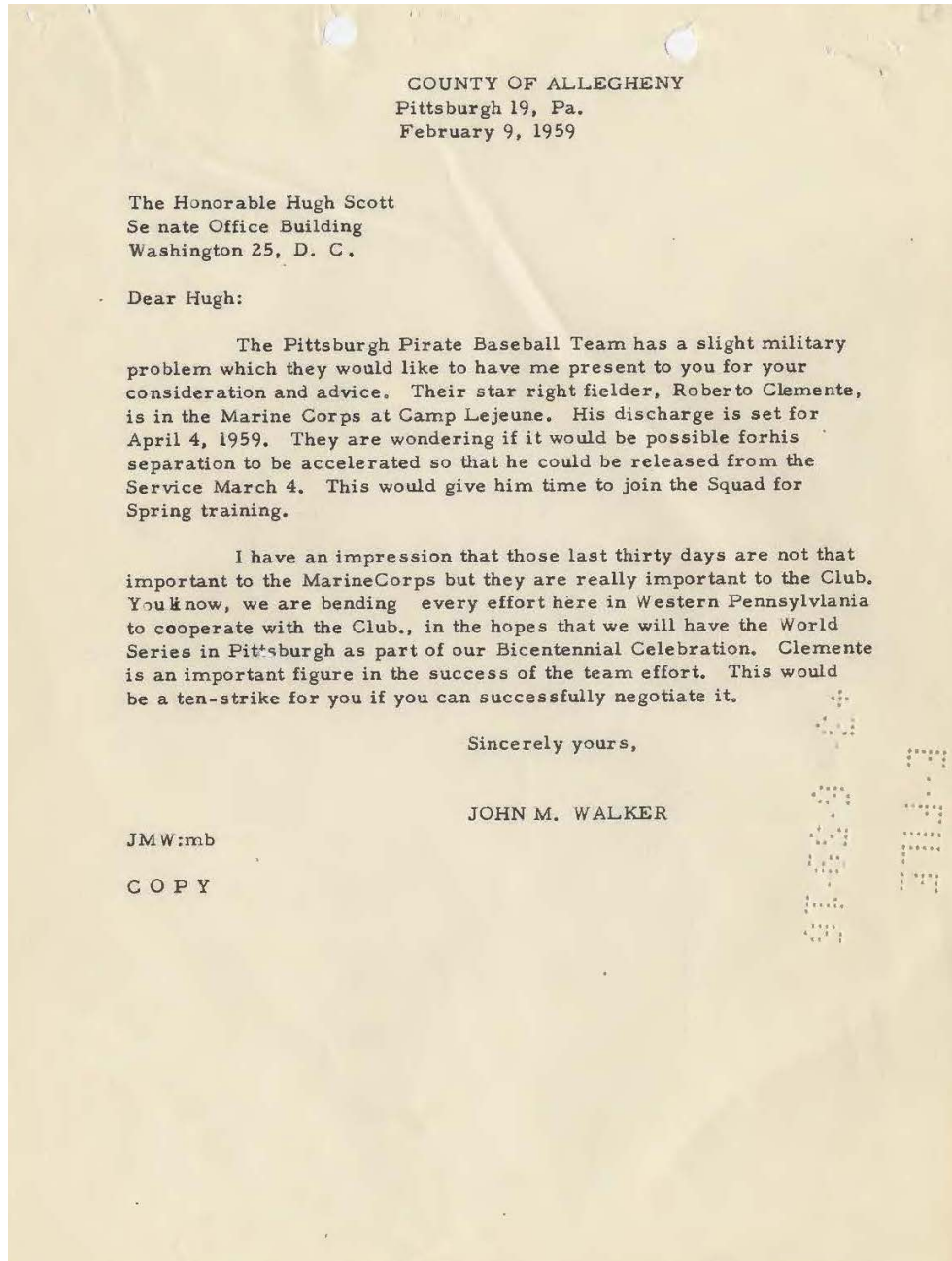
From “War Hero Dies in Car Crash,” Silver City Daily Press (Silver City, NM), December 26, 1972

Keywords

Keyword Summary

In Your Own Words

Source 11: Letter from Former State Senator John M. Walker to United States Senator Hugh Scott,
February 9, 1959



Letter from Former State Senator John M. Walker of Pennsylvania to US Senator Hugh Scott of Pennsylvania, February 9, 1959, Official Military Personnel File of Roberto C. Walker (Roberto Clemente). (National Archives, NAID 7329775, catalog.archives.gov/id/40920552?objectPage=39)

Source 12: “Roberto Clemente Crash Victim,” January 2, 1973

There’s something to be learned of a man’s life—of what makes him tick as a human being—by the manner of his death. When the game ended for Roberto Clemente in the sea off San Juan, he was in the act of uncorking the biggest assist he ever made, a feat which will be recorded only by the ultimate scorekeeper.

When the plane carrying relief supplies to Nicaragua plummeted into the Atlantic Sunday night, it curtailed a brilliant career which still had the makings of another 500 hits and another year or two in the heady atmosphere of the .300-plus hitter. En route to his lifetime BA of .315, the mahogany skinned Puerto Rican—characterized by some savants of the sweet swing as the best “pure” hitter of his time—scaled the magical .300 mark 13 times. He led the National League in batting four times.

Runners who ventured to take chances on the basepaths found themselves struck dead by the lightning bolts of his right arm from the far reaches of right-field, a province he patrolled with the diligence of a shepherd dog tending a flock of sheep. One year, the rifle which masqueraded as his right arm gunned down 23 runners and intimidated scores more.

Despite being named to 12 All-Star teams and earning Most Valuable Player accolades in 1966, Clemente sensed that he was being cheated of the eminence due him.

Unlike Willie Mays and Hank Aaron, who have tended to skirt controversial situations, Clemente never hesitated to speak out on the racism which plagues the sport.

It bugged him considerably, for instance, that he was shunned by the image makers who put together those lucrative commercials which have made rich men out of Joe Namath and Mark Spitz.

“The hell with them,” he snorted once, “I make endorsements in Spanish countries and give the money to charity.”

At \$150,000 a year, the 38-year-old star ranked as one of baseball’s most appreciated practitioners. His life style was in keeping with those illustrious numbers.

Somber of mind to the point of seeming sour-pussed at times, the magnificently-torsoed Clemente was the personification of ebullience in his wardrobe. His home in Rio Pedras is one of Puerto Rico’s better works of architecture.

For the son of a man who worked in the sugar fields of Carolina to raise his family, Roberto Clemente would be said to have achieved the sweet life. His wife, the former Vera Cristina Zabala, must be one of the better catches made by any outfielder off the diamond.

With Roberto Jr., Luis and Enrique, Clemente enjoyed the kind of father-son relationship he spoke of often when envisaging the “sports city” complex he hoped to establish when his career was concluded.

The “sports city” idea was the dream he suggested to the press the day after he was given a car for being the most valuable player in the 1971 World Series when his .414 batting average, Herculean heaves and generally spectacular play helped bury the Baltimore Orioles.

There would be baseball diamonds and swimming pools and tennis courts in this big “sports city.” And there would be a lake for fathers and sons to go rowing and get to know each other a little better while talking baseball and other things of mutual interest.

Sidelined often by recurring ailments, including a chronically-aching back, Clemente was targeted by some sports writers and players as a hypochondriac. His miseries were real, Clemente insisted, and there were X-rays and doctors' diagnosis to substantiate him.

What was never challenged was his way with a bat and Joe Garagiola, who's hit more line drives with his wit than he ever did with a bat, summed it up.

"When Roberto Clemente dies," said Garagiola, "his body will hit .320."

In Nicaragua, it's more like .400.

From Pete Coutros, "Roberto Clemente Crash Victim," New York Daily News, January 2, 1973. © 1973 New York Daily News. All rights reserved. Distributed by Tribune Content Agency, LLC.

NAME

PERIOD

DATE

Activity Sheet 6: Important Phrases

Primary Source _____

Important Phrases: Which are the most powerful or important phrases or sentences in this document? Choose 3 and explain why you chose each of them.

Phrase 1:

Why is this phrase or sentence powerful or important?

Phrase 2:

Why is this phrase or sentence powerful or important?

Phrase 3:

Why is this phrase or sentence powerful or important?

Using your selection of the most powerful or important phrases/sentences as the basis for your analysis, summarize the main idea of this document:

Source 13: Remarks by President Barack Obama in Nominating Judge Sonia Sotomayor to the United States Supreme Court, May 26, 2009 (Excerpts)

THE PRESIDENT: Thank you. Well, I'm excited, too. (Laughter.)

Of the many responsibilities granted to a President by our Constitution, few are more serious or more consequential than selecting a Supreme Court justice. The members of our highest court are granted life tenure, often serving long after the Presidents who appointed them. And they are charged with the vital task of applying principles put to paper more than 20 [sic] centuries ago to some of the most difficult questions of our time. . . .

Over a distinguished career that spans three decades, Judge Sotomayor has worked at almost every level of our judicial system, providing her with a depth of experience and a breadth of perspective that will be invaluable as a Supreme Court justice.

It's a measure of her qualities and her qualifications that Judge Sotomayor was nominated to the U.S. District Court by a Republican President, George H.W. Bush, and promoted to the Federal Court of Appeals by a Democrat, Bill Clinton. Walking in the door she would bring more experience on the bench, and more varied experience on the bench, than anyone currently serving on the United States Supreme Court had when they were appointed.

Judge Sotomayor is a distinguished graduate of two of America's leading universities. She's been a big-city prosecutor and a corporate litigator. She spent six years as a trial judge on the U.S. District Court, and would replace Justice Souter as the only justice with experience as a trial judge, a perspective that would enrich the judgments of the Court.

For the past 11 years she has been a judge on the Court of Appeals for the Second Circuit of New York, one of the most demanding circuits in the country. There she has handed down decisions on a range of constitutional and legal questions that are notable for their careful reasoning, earning the respect of colleagues on the bench, the admiration of many lawyers who argue cases in her court, and the adoration of her clerks who look to her as a mentor.

During her tenure on the District Court, she presided over roughly 450 cases. One case in particular involved a matter of enormous concern to many Americans, including me: the baseball strike of 1994-1995. (Laughter.) In a decision that reportedly took her just 15 minutes to announce, a swiftness much appreciated by baseball fans everywhere — (laughter) — she issued an injunction that helped end the strike. Some say that Judge Sotomayor saved baseball. (Applause.)

Judge Sotomayor came to the District Court from a law firm where she was a partner focused on complex commercial litigation, gaining insight into the workings of a global economy. Before that she was a prosecutor in the Manhattan DA's office, serving under the legendary Robert Morgenthau, an early mentor of Sonia's who still sings her praises today. There, Sonia learned what crime can do to a family and a community, and what it takes to fight it. It's a career that has given her not only a sweeping overview of the American judicial system, but a practical understanding of how the law works in the everyday lives of the American people.

But as impressive and meaningful as Judge Sotomayor's sterling credentials in the law is her own extraordinary journey. Born in the South Bronx, she was raised in a housing project not far from Yankee Stadium, making her a lifelong Yankee's fan. I hope this will not disqualify her — (laughter) — in the eyes of the New Englanders in the Senate. (Laughter.)

Sonia's parents came to New York from Puerto Rico during the second world war, her mother as part of the Women's Army Corps. And, in fact, her mother is here today and I'd like us all to acknowledge Sonia's mom. (Applause.) Sonia's mom has been a little choked up. (Laughter.) But she, Sonia's mother, began a family tradition of giving back to this country. Sonia's father was a factory worker with a 3rd-grade education who didn't speak English. But like Sonia's mother, he had a willingness to work hard, a strong sense of family, and a belief in the American Dream.

When Sonia was nine, her father passed away. And her mother worked six days a week as a nurse to provide for Sonia and her brother — who is also here today, is a doctor and a terrific success in his own right. But Sonia's mom bought the only set of encyclopedias in the neighborhood, sent her children to a Catholic school called Cardinal Spellman out of the belief that with a good education here in America all things are possible.

With the support of family, friends, and teachers, Sonia earned scholarships to Princeton, where she graduated at the top of her class, and Yale Law School, where she was an editor of the Yale Law Journal, stepping onto the path that led her here today.

Along the way she's faced down barriers, overcome the odds, lived out the American Dream that brought her parents here so long ago. And even as she has accomplished so much in her life, she has never forgotten where she began, never lost touch with the community that supported her.

What Sonia will bring to the Court, then, is not only the knowledge and experience acquired over a course of a brilliant legal career, but the wisdom accumulated from an inspiring life's journey.

It's my understanding that Judge Sotomayor's interest in the law was sparked as a young girl by reading the Nancy Drew series — (laughter) — and that when she was diagnosed with diabetes at the age of eight, she was informed that people with diabetes can't grow up to be police officers or private investigators like Nancy Drew. And that's when she was told she'd have to scale back her dreams.

Well, Sonia, what you've shown in your life is that it doesn't matter where you come from, what you look like, or what challenges life throws your way — no dream is beyond reach in the United States of America.

And when Sonia Sotomayor ascends those marble steps to assume her seat on the highest court of the land, America will have taken another important step towards realizing the ideal that is etched above its entrance: Equal justice under the law.

I hope the Senate acts in a bipartisan fashion, as it has in confirming Judge Sotomayor twice before, and as swiftly as possible so that she can take her seat on the Court in September and participate in deliberations as the Court chooses which cases it will hear this coming year.

And with that, I'd like all of you to give a warm greeting as I invite Judge Sotomayor to say a few words. (Applause.)

From "Remarks by President Barack Obama in Nominating Judge Sonia Sotomayor to the United States Supreme Court," May 26, 2009 (The White House, obamawhitehouse.archives.gov/the-press-office/remarks-president-nominating-judge-sonia-sotomayor-united-states-supreme-court)

Source 13: Spanish Translation of Remarks by President Barack Obama in Nominating Judge Sonia Sotomayor to the United States Supreme Court, May 26, 2009 (Excerpts)

EL PRESIDENTE: Gracias. Bueno, yo también estoy entusiasmado. (Risas.)

De las muchas responsabilidades que le concede la Constitución al Presidente, hay pocas más serias o de mayor importancia que la elección de un juez para la Corte Suprema. Los miembros de nuestro tribunal más alto son elegidos de manera vitalicia, y a menudo siguen prestando servicios muchos años después de terminar el mandato del Presidente que los nombró. Y tienen a su cargo la crucial tarea de aplicar principios que fueron plasmados en el papel hace más de 20 [sic] siglos para responder a los más complejos asuntos de nuestros tiempos. . . .

Durante una distinguida carrera de tres décadas, la jueza Sotomayor ha trabajado en prácticamente todos los niveles de nuestro sistema judicial, lo que le ha dado enorme experiencia y una amplitud de perspectiva que será invaluable como jueza de la Corte Suprema.

Es un reflejo de sus cualidades y sus calificaciones el hecho de que la jueza Sotomayor haya sido nombrada a la Corte Federal de Distrito por un Presidente republicano, George H.W. Bush, y ascendida a la Corte Federal de Apelaciones por un demócrata, Bill Clinton. Apenas cruce el umbral, aportará más experiencia judicial y una experiencia más variada como litigante que cualquier otro de los actuales jueces supremos al momento de su nombramiento a la Corte Suprema de Estados Unidos.

La jueza Sotomayor es una distinguida egresada de dos de las mejores universidades de Estados Unidos. Ha sido fiscal en una ciudad importante y abogada litigante de empresas. Pasó seis años como juez de primera instancia en la Corte Federal de Distrito, y reemplazaría al juez Souter como el único juez supremo con experiencia como juez de primera instancia, una perspectiva que enriquecería los fallos del tribunal.

Durante los últimos 11 años, ha sido juez en la Corte de Apelaciones del Segundo Distrito de Nueva York, uno de los distritos más exigentes del país. Como tal, emitió fallos sobre una variedad de asuntos constitucionales y jurídicos que se caracterizan por su meticuloso razonamiento, lo que la ha hecho merecedora del respeto de sus colegas en el tribunal, la admiración de muchos abogados que presentan casos en su corte y la adoración de sus secretarios, quienes la consideran su mentora.

Durante el tiempo que pasó en la Corte de Distrito, tuvo a su cargo aproximadamente 450 casos. Un caso en particular fue de enorme interés para muchos estadounidenses, entre los que me incluyo: la huelga del béisbol de 1994-1995. (Risas.) En una decisión cuyo anuncio se dice que le tomó apenas 15 minutos, una rapidez muy apreciada por aficionados al béisbol en todas partes... (risas)... emitió un fallo que ayudó a poner fin a la huelga. Hay quienes dicen que la jueza Sotomayor salvó al béisbol. (Aplausos.)

La jueza Sotomayor llegó a la Corte de Distrito de una firma de abogados donde era socia dedicada a compleja litigación comercial, y fue allí que aprendió cómo funciona la economía mundial. Previamente fue fiscal en la oficina del fiscal del distrito de Manhattan, donde trabajó bajo las órdenes del legendario Robert Morgenthau, uno de los primeros mentores de Sonia, que aún dice maravillas de ella. Allí, Sonia comprendió cómo afecta el crimen a la familia y la comunidad, y lo que es necesario para combatirlo. Es una carrera que le ha dado no sólo una perspectiva amplísima del sistema judicial de Estados Unidos, sino también un entendimiento práctico de la aplicación de la ley en la vida cotidiana de los estadounidenses.

Igualmente impresionante y significativa que las inmejorables credenciales legales de la jueza Sotomayor es su extraordinaria trayectoria. Nació en el South Bronx y creció en un complejo de viviendas subsidiadas cerca del estadio de los Yankee, y por eso es aficionada a los Yankees de toda la vida. Espero que esto no la descalifique... (risas)... ante los ojos de los senadores de Nueva Inglaterra. (Risas.)

Los padres de Sonia llegaron a Nueva York de Puerto Rico durante la Segunda Guerra Mundial. Su madre fue parte del Cuerpo Femenino del Ejército. Y de hecho, su madre está aquí hoy y me gustaría que todos ustedes saluden a la mamá de Sonia. (Aplausos.) La mamá de Sonia está un poquito emocionada. (Risas.) Pero ella, la madre de Sonia, comenzó una tradición familiar de servicio a este país. El padre de Sonia era obrero de fábrica con una educación de tercer grado y no hablaba inglés. Pero al igual que la madre de Sonia, estaba dispuesto a trabajar arduamente, tenía un firme sentido de familia y creía en el Sueño Americano.

Cuando Sonia tenía nueve años, su padre falleció. Y su madre trabajaba seis días a la semana como enfermera para mantener a Sonia y a su hermano, quien también está presente hoy, y es médico de gran éxito por mérito propio. Pero la mamá de Sonia compró la única enciclopedia en el vecindario, envió a sus hijos a una escuela católica llamada Cardinal Spellman porque creía que con una buena educación aquí, en Estados Unidos, todo es posible.

Con el apoyo de familiares, amigos y maestros, Sonia ganó una beca a Princeton, de donde se graduó entre los primeros de su clase, y una beca a la Facultad de Derecho de Yale, donde fue uno de los editores del Yale Law Journal, lo cual la llevó por el camino que la trae hoy aquí.

A lo largo del camino, venció obstáculos, superó probabilidades en su contra y vivió el Sueño Americano que trajo a sus padres aquí hace mucho tiempo. Y a pesar de que ha logrado tanto en la vida, nunca se olvida de su origen, nunca pierde el contacto con la comunidad que la apoyó.

Lo que Sonia aportará a la Corte, entonces, no son sólo sus conocimientos y la experiencia adquirida durante una brillante carrera jurídica, sino la sabiduría acumulada durante su inspiradora vida.

Tengo entendido que leer la serie Nancy Drew cuando era niña despertó el interés de la jueza Sotomayor en las leyes... (risas)... y que a los ocho años, cuando le diagnosticaron diabetes, le informaron que los diabéticos no podían llegar a ser policías ni investigadores privados como Nancy Drew. Y fue entonces que le dijeron que debía aspirar a menos.

Bueno, Sonia, lo que has demostrado en tu vida es que no importa de dónde vengas, ni cómo te veas, ni los desafíos que se te presenten; ningún sueño es imposible en Estados Unidos de Norteamérica.

Y cuando Sonia Sotomayor suba esos escalones de mármol para tomar su escaño en el más alto tribunal del país, Estados Unidos habrá dado otro paso importante para hacer realidad el ideal que está grabado en la entrada: Justicia para todos por igual conforme a las leyes.

Espero que el Senado actúe de forma bipartidista, como lo ha hecho dos veces antes para confirmar a la jueza Sotomayor, y que actúe con la mayor rapidez posible para que pueda tomar su escaño en el tribunal en septiembre y participar en las deliberaciones cuando la corte escoja los casos que irán a audiencia el próximo año.

Y con esto, me gustaría que todos ustedes le den una cálida bienvenida a la jueza Sotomayor a quien invitaré a decir unas palabras. (Aplausos.)

From "Remarks by President Barack Obama in Nominating Judge Sonia Sotomayor to the United States Supreme Court," May 26, 2009. Translation provided by the press office. (The White House, obamawhitehouse.archives.gov/the-press-office/remarks-president-nominating-judge-sonia-sotomayor-united-states-supreme-court)

**Source 14: “Response by Sonia Sotomayor to the Remarks by the President
Nominating Her to the United States Supreme Court,” May 26, 2009**

JUDGE SOTOMAYOR: I was just counseled not to be nervous. (Laughter.) That’s almost impossible. (Laughter.)

Thank you, Mr. President, for the most humbling honor of my life. You have nominated me to serve on the country’s highest court, and I am deeply moved.

I could not, in the few minutes I have today, mention the names of the many friends and family who have guided and supported me throughout my life and who have been instrumental in helping me realize my dreams. I see many of those faces in this room. Each of you, whom I love deeply, will know that my heart today is bursting with gratitude for all you have done for me.

The President has said to you that I bring my family. In the audience is my brother, Juan Sotomayor — he’s a physician in Syracuse, New York; my sister-in-law, Tracey; my niece, Kylie — she looks like me — (laughter) — my twin nephews, Conner and Corey. I stand on the shoulders of countless people, yet there is one extraordinary person who is my life aspiration — that person is my mother, Celina Sotomayor. (Applause.)

My mother has devoted her life to my brother and me, and as the President mentioned, she worked often two jobs to help support us after Dad died. I have often said that I am all I am because of her, and I am only half the woman she is.

Sitting next to her is Omar Lopez, my mom’s husband and a man whom I have grown to adore. I thank you for all that you have given me and continue to give me. I love you. (Applause.)

I chose to be a lawyer, and ultimately a judge, because I find endless challenge in the complexities of the law. I firmly believe in the rule of law as the foundation for all of our basic rights. For as long as I can remember, I have been inspired by the achievement of our Founding Fathers. They set forth principles that have endured for more than two centuries. Those principles are as meaningful and relevant in each generation as the generation before. It would be a profound privilege for me to play a role in applying those principles to the questions and controversies we face today.

Although I grew up in very modest and challenging circumstances, I consider my life to be immeasurably rich. I was raised in a Bronx public housing project, but studied at two of the nation’s finest universities. I did work as an assistant district attorney, prosecuting violent crimes that devastate our communities. But then I joined a private law firm and worked with international corporations doing business in the United States. I have had the privilege of serving as a Federal District Court trial judge, and am now serving as a Federal Appellate Circuit Court judge.

This wealth of experiences, personal and professional, have helped me appreciate the variety of perspectives that present themselves in every case that I hear. It has helped me to understand, respect, and respond to the concerns and arguments of all litigants who appear before me, as well as to the views of my colleagues on the bench. I strive never to forget the real-world consequences of my decisions on individuals, businesses, and government.

It is a daunting feeling to be here. Eleven years ago, during my confirmation process for appointment to the Second Circuit, I was given a private tour of the White House. It was an overwhelming experience for a kid from the South Bronx. Yet never in my wildest childhood imaginings did I ever envision that moment, let alone did I ever dream that I would live this moment.

Mr. President, I greatly appreciate the honor you are giving me, and I look forward to working with the Senate in the confirmation process. I hope that as the Senate and the American people learn more about me they will see that I am an ordinary person who has been blessed with extraordinary opportunities and experiences. Today is one of those experiences.

Thank you again, sir. (Applause.)

Source: "Response by Sonia Sotomayor to the remarks by the President nominating her to the United States Supreme Court," May 26, 2009, White House, Office of the Press Secretary, awpc.cattcenter.iastate.edu/2017/03/09/supreme-court-nomination-speech-may-26-2009/

NAME

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Activity Sheet 7: Unit Summary

Directions: After learning about prominent Latinos and Latinas of modern America in this unit, fill out the organizer below. Use the Sources and Activity Sheets from the unit to help you cite your information.



Nina Otero-Warren

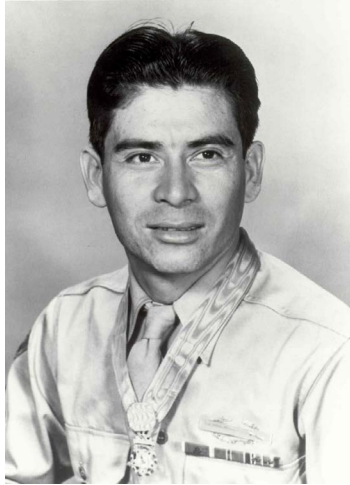
What impact did Nina Otero-Warren have on the history of New Mexico?

What impact did Nina Otero-Warren have on the women's suffrage movement?

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Macario Garcia

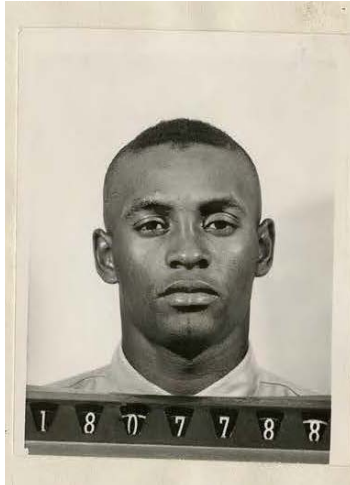
What impact did Macario Garcia have on Mexican Americans?

What impact did Macario Garcia have on WWII?

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Roberto Clemente

What impact did Roberto Clemente have on Puerto Ricans and Latinos?

What impact did Roberto Clemente have on baseball?

NAME

PERIOD

DATE



Sonia Sotomayor

What impact did Sonia Sotomayor have on Puerto Ricans and Latinos?

What impact did Sonia Sotomayor have on the US Supreme Court?

NAME

PERIOD

DATE

Activity Sheet 8: Short-Answer Questions (SAQ)

Prominent Latinos and Latinas in US History

Directions: Select one of the prominent Latinos and Latinas you have learned about. Read each question carefully and write down your responses. Answer all parts of the question using complete sentences.

Person selected: _____

- A. Identify and explain TWO ways in which the person you selected is a prominent historical figure.

- B. Determine the significance of the contributions the person you selected made to American politics and culture.

- C. Evaluate the extent (small, moderate, or great extent) to which the person you selected uplifted their community (or communities). What evidence supports your claim?
