



Nuestro Futuro



Teacher's Guide



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About Section

At age seven, Maria Bravo-Carrillo moved to South Carolina from Mexico. As she struggled to adjust to life in America and learn a new language she met many obstacles. One was the painful realization that the first English words she recognized were racial slurs toward Latinos.

Now Maria is an American citizen, about to graduate from the University of South Carolina with a degree in accounting and marketing. As the Hispanic population in South Carolina and the U.S. increases, more children are facing the transition that Maria made but not all are as successful.

Hispanic children often become the lifeline to America for their Spanish-speaking parents. This can place them in difficult situations and cause conflicts within the family structure. [Nuestro Futuro](#) explores how Latino children adjust to their new roles in an unfamiliar country.

The program follows five young Hispanics living in South Carolina. Their stories tie into larger themes about the impact of the growing Latino population on communities in the South. How are these recent immigrants being received? What new freedoms do they experience? What new challenges do they face? What do their stories bring to the history of immigration in America?



South Carolina Social Studies Standards

South Carolina: One of the United States

Standard 8-7: The student will demonstrate an understanding of South Carolina's economic revitalization during World War II and the latter twentieth century.

Indicator 8-7.5: Explain the economic impact of twentieth century events on South Carolina, including the opening and closing of military bases, the development of industries, the influx of new citizens, and the expansion of port facilities. (E, H, P, G)

United States Government

Standard USG-5: The student will demonstrate an understanding of the concept of personal and civic rights and responsibilities and the role of the citizen in American democracy.

Indicator USG-5.4: Explain the process of naturalization in the United States, including naturalization laws and the criteria of length of residency, English language literacy, proof of character, knowledge of United States history, and support for the values and principles of American constitutional government. (P)



South Carolina English Language Arts Standards

Writing Goal (W): The student will write for different audiences and purposes.

8-W1: The student will apply a process approach to writing.

8-W1.3: Demonstrate the ability to develop an extended response around a central idea, using relevant supporting details.

8-W2: The student will write for a variety of purposes.

8-W2.2: Demonstrate the ability to use writing to learn, entertain, and describe.

Communication Goal (C): The student will recognize, demonstrate, and analyze the qualities of effective communication.

Communication: Speaking

8-C1: The student will use speaking skills to participate in large and small groups in both formal and informal situations.

8-C1.2: Demonstrate the ability to express and explain ideas orally with fluency and confidence.

Communication: Viewing

8-C3: The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.

8-C3.2: Demonstrate the ability to summarize information that he or she receives from nonprint sources.



8-C3.3: Demonstrate the ability to analyze details, characters, setting, and cause and effect in material from nonprint sources.

8-C3.4: Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has viewed.

8-C3.7: Demonstrate the ability to analyze nonprint sources for accuracy, bias, intent and purpose.



Video Descriptions

[Nuestro Futuro](#) explores how Latino children adjust to their new roles in an unfamiliar country.

1. Why We Come (12:10)

Maria Bravo's father worked in South Carolina and rarely made it home to Mexico. She hardly knew him, and it broke his heart. Today more Latino men are bringing their families with them to the U.S. Meet Maria, Paola, Teresa, Miguel and Griselda.

2. American Schools (5:35)

Adjusting to American schools is difficult for immigrant kids and their parents. They face a language barrier and educational systems that are very different from those in Latin American countries.

3. Children of Latino Families (3:25)

The children of Latino families often learn English more quickly than their parents. they become the family interpreters, making phone calls, translating bills and letters and going with their parents to doctors' appointments.

4. Lost in Translation (4:47)

Interpreting for the family can be difficult for kids, and sometimes dangerous. Griselda got into serious trouble when she interpreted for her Aunt at an Immigration Office.



5. Divided Homes (10:32)

Extended families separated by the realities of immigration yearn for contact. In this chapter a video letter goes to Mexico and Carlos Garrido of the University of Veracruz explains cultural identity issues.

6. Court Date (1:19)

Griselda's case goes to court and Carlos Garrido tells us more about the consequences of deportation for Mexicans.

7. Cultural Integration (6:36)

Dr. Elaine Lacy discusses other problems immigrants face, from getting children into school to medical care, and Maria's mother talks about feelings of isolation. Hispanic Outreach and Padres en Accion assist new immigrants.

8. Rapid Assimilation (2:48)

Immigrant parents worry that their children will assimilate too quickly and get into trouble. But Maria- like most immigrant kids- works hard to be successful, to prove that her parents' struggles to get to this country were worthwhile.

9. Latino Impact (10:12)

The growing Latino population is having an impact on the economy. Some say it is positive, others disagree. Whatever we think of immigration, no one can deny that people come here to make a better life for themselves and their children.



Activities

Grade level: 8 - 12

Subjects: English Language Arts, Social Studies, and Current Events

Goal: These viewing guide activities are designed to stimulate both reflection and self-reflection. Students will analyze issues and explore scenarios addressed in *Nuestro Futuro* from different perspectives.

Objectives:

- Students will utilize their prior knowledge to brainstorm about Hispanic immigrants and immigration.
- Students will participate in class discussions requiring that they share ideas and support their opinions with reasons, facts, and examples.
- Students will develop a role-play based on characters and scenarios from *Nuestro Futuro*.
- Students will learn about the current laws and pending legislation relating to the process of naturalization and becoming a United States citizen.

Pre-Viewing Brainstorming Activity

1. Write the phrase "Hispanic immigrant" on the board or overhead.
2. Ask students to write this phrase on a piece of paper.



3. Give them five minutes to list words that come to mind when they think of or hear this phrase.
4. Ask students to share their words and write them on the board.
5. Ask students to point out and discuss words that are decidedly positive or negative.
6. Have students compose a paragraph describing an experience with a person from another country or their feelings about immigration.

Video Summary

Hispanic children often become the lifeline to America for their Spanish-speaking parents. This can place them in difficult situations and cause conflicts within the family structure. *Nuestro Futuro* explores how Latino children adjust to their new roles in an unfamiliar country.

The program follows five young Hispanics living in South Carolina. Their stories tie into larger themes about the impact of the growing Latino population on communities in the South. How are these recent immigrants being received? What new freedoms do they experience? What new challenges do they face? What do their stories bring to the history of immigration in America?

Viewing Activity

- Introduce *Nuestro Futuro*
- As students view *Nuestro Futuro* ask them to take notes; recording quotes, phrases, ideas or actions that strike them in some way. Invite them to



notice things with which they strongly agree or disagree, they find shocking, or that cause a strong reaction.

Post-Viewing Activity and Discussion

- Use students' notes to generate discussion.
- Ask students to write a reaction or response essay.
- Ask students to research the current process of naturalization in the United States to learn about and chart the steps to becoming a U.S. citizen.

Guiding Questions

- How did various parts of *Nuestro Futuro* make you react?
- With whom would you like to have a conversation? What would you discuss?
- Why do the parents want to immigrate to the United States?
- What are some of the problems the parents face?
- What are some of the problems the children face?
- How would you feel if you had to interpret for your parents and other adults in your family?
- How does education differ in Mexico and the United States?
- Why would it be difficult for Griselda to return to Mexico?



- In what ways has viewing *Nuestro Futuro* changed your thinking about the issue of Hispanic immigration?
- Do you think the filmmakers represent the issues fairly?

Role Play

Introduce scenarios and encourage a discussion to explore relevant issues. After this, students will set up a role-playing scenario in enough detail to make it feel real. Explain that students will put themselves "inside the minds" of these people in their imaginations. This involves trying to understand the perspectives of these people, their goals and motivations, and the way they are feeling when they enter the situation.

- Write a letter or essay expressing your opinion.
- Establish an international club at your school.
- Have a potluck dinner where you bring a family traditional dish.



Additional Information

[U.S. Citizenship and Immigration Services](#)

Sample questions from the Naturalization Self Test offer opportunities to view the types of questions presented on the citizenship test in an interactive format.

[Pew Hispanic Center](#)

The site provides statistical information and studies about America's Hispanic population and has specific links dedicated to immigration issues.

[U.S. Senate](#)

Use the search function to learn about immigration reform legislation.

[U.S. House of Representatives](#)

Use the search function to learn about immigration reform legislation.

[NPR.org "The Immigration Debate"](#)

This site focuses on voices on both sides of the immigration debate. Explore the impact of immigrants and immigration on American politics, life, and culture.

[Immigration & the Movies!](#) - The Murthy Law Firm-a firm specializing in immigration law-has compiled a comprehensive list of films about immigrants, immigration, or the effects of immigration.



Credits

Funding for Knowitall.org was provided by the S. C. General Assembly through the K-12 Technology Initiative.

Visit scetv.org/education for more educational resources.