

Chicano Studies 430  
Chicano Studies 430: The Chicano Child  
**Think Piece**

(Choose one case study. Respond to the questions in a five-page paper using 12-pt. font and double-spaced. You may choose to write a standard research paper or a creative piece from the perspective of the teacher, parent, or student. Cite all references, including at least three web-based articles).

**Case Study #1**

**The Case of Lupe and Bilingual Education**

Lupe is a third grade student in a bilingual classroom where her primary language is used as a medium of instruction for literacy skills and academic development. She is a good reader in Spanish, but is slightly below grade level in math, especially in word problems. With the help of ESL lessons, Lupe is on her way to attaining English language skills and soon will be receiving sheltered English instruction in science. Lupe's teacher uses Spanish for students' literacy development and in social studies for higher abstract thinking skills. The school's principal pushes teachers for early-exit transition of students who have good conversational English skills. Lupe's parents want her to learn English, but also want her to maintain their family's language and cultural values. They will however, support the school's recommendation. Some school board members support English-only policy for instruction. They cite their own family-heritage background as evidence of successful immigrant achievement. Student enrollment at this school reflects both native English speakers and Spanish-speaking immigrants, though students often are segregated both in the classroom and on the playground.

What kind of bilingual program best supports both Lupe's continued academic success, biliteracy and bilingualism, and multicultural perspectives? Cite evidence in support of primary language instruction in both literacy and academic development, appropriate language proficiency issues, bilingual education rationale and goals, and benefits of bilingualism for all students

**Case Study #2**

**The Case of Antonio and Bilingual Education**

Toño is a tenth grade high school student who has been enrolled for almost a year. He comes from a rural area of Mexico where he was enrolled in school periodically throughout his young age. He receives two periods of English language instruction, two periods of Spanish literacy development, P.E., and World Civilization in Spanish. Toño has basic conversational skills in English and is below grade level in other academic subjects. The school policy requires high levels English proficiency and at least average academic performance in other content areas before graduation. The school principal backed by several school board members pushes for more English classes for students like Toño to the degree that Spanish literacy is dropped. Toño sometimes feels like dropping out because he feels anxious about graduation requirements. He also wishes for extra curricular activities and clubs that are culturally relevant and enriching. His parents motivate Toño to stay in school to avoid labor intensive work. He is close to being "pushed out" of school.

What kind of bilingual program best supports Toño's academic future, bilingualism and biliteracy, and job opportunities? Cite evidence in support of primary language instruction in both literacy and academic development, appropriate language proficiency issues, bilingual education rationale and goals, and career-related benefits for bilingual students.