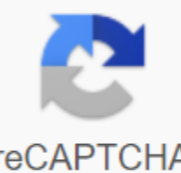


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Mcfarland usa movie questions and answers

SUBJECTS - Sport; USA 1945 - Current, Hispanic, California; SOCIAL-EMOTIONAL LEARNING - Education; Break out; MORAL-ETHICAL EMPHASIS - Responsibility. AGE: 12 years; MPAA rating - PG; Drama; 2015, 129 minutes; Color. Available from Amazon.com. This film is based on the remarkable McFarland High School Cross-Country Team, which until he was recently forced to compete with much larger schools, dominated its division in sports across the state for more than 20 years. Located in California's affluent San Joaquin Valley, McFarland is one of the poorest communities in California. His high school students are the children of Hispanic pickers, farm workers have paid low wages for disrupting work in the fields - in fact, some of the students work in the fields themselves before school, after school, and on weekends. It turns out that some students run to school every day and to the fields and... they are very fast. The film is based on the true story of McFarland's first championship team and how the discipline that students learned in running and boosting their self-esteem from beating students from affluent more live school allowed students to go to college and achieve more in their lives than they ever dreamed of possible. The film also presents a fictional tale about a coach who leads the team to victory. Selected awards: No. Featured actors: Kevin Costner as Jim White; Ramiro Rodriguez as Danny Diaz Carlos Pratts as Thomas Valles Johnny Ortiz as Jose Cardenas Rafael Martinez as David Diaz Hector Durand as Johnny Sameniego Sergio Avelar as Victor Puentes Michael Aguero as Damacio Diaz Diana Maria Riva as Senora Diaz Omar Leyva as Signor Diaz Valente Rodriguez is Camillo's director. Directed by Niki Caro. This film shows Hispanic children excelling in sports and using their success in running as an opening to reach the off-field vegetables and fruits in which they grew up and in which they and their parents worked. This shows the hard lives of farm workers in the U.S. and the close Hispanic communities of Southwest America. The film also contains a fictional but believable tale of an adult suffering from errors of judgment, who continues to try, seek opportunities and turns his life. All the families shown in this film are close and functional. Students will be exposed to the useful stories described in this film. The benefits of tolerance, inclusion, perseverance, teamwork, hard work and family cohesion will be shown by the film. Watch the movie with the child and make sure the child that the situation occurred when one juror turned the jury around. Before screening the film, the map show the class location of the San Joaquin Valley towns of Macfarland and Delano (where Cesar Chavez started the National Farm Tell the students: Much of what happened to the coach's character in this film was invented by filmmakers to give the story more drama. There's a real coach, White, who worked at a high school in McFarland. His story, which I'll tell you after the end of the film, is also quite interesting. Coach White's character in the film is a middle-aged man with his family. However, there is a lot that we can all learn from this character. Think about it as you watch the movie and then we'll talk a little bit about the character in the movie and the real Coach White. Then ask students to look for a product placement in the film. Companies lobby filmmakers and some even pay to have their products shown in movies. As you watch this movie, ask yourself: What brand product featured? What scenes is he shown in? How can this affect your buying decisions? Then tell the class about the real coach White, the following: Coach White taught at McFarland schools, starting in 1964, when he graduated from college. He started by teaching science to fifth graders. After nine years, he taught seventh and eighth grade wooden shop and PE. After 11 years of this, he taught PE exclusively and coached the high school cross-country team. Coach White was not fired from any previous job and did not throw his shoe at the brazen student. When Coach White started teaching at McFarland, it was primarily a white community. By 1987, the situation had changed. He retired in 2003 after studying at McFarland for 29 years. Mr. White coached both girls and boys in the cross country. Until 1987, McFarland High had a ski team, but it was not outstanding, and in 1986 the school was not even offered a cross-country track. Coach White relaunched the cross-country team in 1987 and rebuilt it from scratch. McFarland High students dominated the California cross-country track winning 25 titles in 27 years. However, because of their co-ords, it is now required to compete with larger schools and in 2015 did not make it to the state championships. Coach White did, in effect, find one of his star runners, Thomas Valles, late at night near the bridge after a bad fight between the boy's parents. The coach persuaded Valles into his truck and listened to the boy's troubles. The kids really call coach White Blanco. It is true that Coach White sometimes worked in the field with his students. He said in an interview that: Sometimes I helped them work in the field, but more importantly, I had practice at other times. If one or two of these boys can't practice in four hours because they just get off work, then I could practice at 6 or 7 o'clock with these boys. So I would have two practices.-KGET 17 Sports The magazine has this to say about Coach White, He rarely raised his voice. He came across the stone sorcerer coaching: Give so much about yourself that your boys can't let you down. Running for Their Lives: The Story That Inspired McFarland, USA's Gary Smith, 2/16/15, Sports Illustrated magazine Follow a featured brand called The Product, ask a debatable question #3. How have the parents of these children changed from migrant workers to homeowners living in McFarland full-time and working in the field? So it was described for the family of one runner. His father said the decision to end the migrant's life and bring his family to California was never easy. Like thousands of others who left Mexico for McFarland, he was pushed by Mexico's deep poverty and the U.S. amnesty law that granted his family legal status in 1987. The shadow of the late Cesar Chavez, whose union improved wages and conditions in the field, helped ease the way. Also, there is a boom in the agricultural economy and new crops that expand the harvest from early spring to late autumn. With the earnings of an older married son and Jose Jr., the parents scraped together a small down payment and bought their seedy stucco house for \$62,000. Ten family members, children and grandchildren, share cabins. They survive on \$20,000 a year in the minimum wage. Column One grueling season: McFarland's cross-country team is toiling for a 6th consecutive title with Mark Arax, LA Times, 12/1/1997 While many of the boys from McFarland's cross-country teams have been able to go to college, others don't make it out of the fields and spend their lives cutting grapes, picking oranges, shelling almonds and harvesting other crops that appear on American tables. Something not shown in the film is that veterans from past teams who stayed in McFarland will come out and work with the team. They were a great resource for the boys and Coach White, encouraging the boys and helping when there was a crisis. Three of McFarland's best runners came from Diaz family, but not all of them competed in the first year. The students who competed against them were not disrespectful. Some shouted support for students from McFarland and shook hands. Others traded jerseys with them after meetings. The school was not near the prison; prison was, however, a block or two away. Not only were the children featured in the film, but many students on Coach White's long-distance team went to college. Coach White took the boys and girls cross-country team to the beach in 1985, not in 1987, as described in the film. For many students, this was the first time they saw the ocean. Student Thomas Valles did not win the individual championship in 1987, he finished seventh. Diaz's slowest brother, Danny, was not and because he was in the group of McFarland runners taken to the state championship, he wasn't that slow either. Coach White had three daughters, not two, and they were all in college in 1987. After showing the film to students, participate in a classroom discussion about the film. 1. What did you learn from this film other than the character of Coach White? We'll get to Coach White in a minute. Suggested answer: There is no correct answer. A good way to organize answers is that they will either be about young people, Mexican Americans, or about the country as a whole. Good answers include: 1) agricultural labor is very, very difficult; 2) If you apply yourself, you can achieve great things; 3) Families should stick together, even in difficult times, as family workers and family coaches; 4) there is great importance in Spanish-speaking culture, especially because of the family; 5) Our country works best when there we take people of all different cultures and come together to be Americans as Coach White and his students. 2. How would you describe coach White's character in the film, not the real Coach White, but the character that was invented by the screenwriters? Suggested answer: There are many ways to say this. Coach White's character didn't give up when he was down. He kept trying. Throwing his shoe at the brazen student, he treated everyone with caution and respect. He was able to admit his mistakes even to others and try to do better. 3. What brand product was featured in this film? What scenes is he shown in? How can this affect your buying decisions? Suggested answer: It seems to be Coca-Cola. Mr. White drinks it at least twice. In one such case, dehydrated and in need of something to re-hydrate itself. There are many products, including water, that would be better for this purpose and less harmful than Coca-Cola. 4. What is the most remarkable thing in the history of The McFarland High School Cross-Country Team, the coach or success of the boys who made up the team? Suggested answer: They are both quite remarkable. The coach is a role model for the great teacher. He gave himself, completely, year after year, with sensitivity and understanding. The fact that boys were able to study and profit from his coaching, and that many of them went to college and then worked at work their parents could only dream of, is the most important story. Hopefully this type of inspiration young people are something repeating in the U.S. and other countries in sports and education year after year. 5. What did the boys learn from their experience at McFarland High School Cross-Country Team? Suggested answer: They learned the value of discipline and that with hard work they could compete and beat students from the richer and more privileged 6. This film has been criticized as another in the long line of White Savior movies in which minorities benefit from white interference. What is your reaction to this criticism? Suggested answer: First, it is true that the real coach White was the facilitator by which the boys were saved. No one made these boys run a mile after a painful mile in blistering heat. The thing is, you can't save those who don't want to be saved. The savior is just an intermediary. The real hero is a man who takes the middleman on his offer and does the hard work. The interesting thing about this story with the fictional coach White is that the boys saved him as far as he saved them. So this is not a classic white savior situation. Reflections on non-white saviors in American history by Dr. Martin Luther King and Cesar Chavez are both nonwhite saviors of white Americans. Dr. King and the Civil Rights Movement have awakened America's conscience to its own racism and the evils of segregation. He (and the Movement) have been mediate in recognizing to whites that they need to change, that they need to improve themselves, that we need to improve as a country. Cesar Chavez contributed to the recognition that the conditions for agricultural workers were terrible and had to improve. Of course, eliminating racism and improving for farm workers are not a complete effort, there are some setbacks, but the situation has greatly improved in both of these areas from where they were before Dr. King and Cesar Chavez performed their assistance, i.e. savings, work. And again, to the extent that positive changes were made, the American people had to do work within themselves to change. 7. What is responsible for the fact that this one small school, year after year has so many good long-distance runners? Suggested answer: There is not a single correct answer that TVM is aware of. However, strong responses will include the following: long-distance running is an endurance sport where athletes must endure fatigue and pain; the success of these students seems to be based on excellent training (consistent practice and summer work, for example) and on the fact that their tedious, hot and painful work in the field, hour after hour, has forced them to learn to endure physical discomfort; this combined with the natural talent some runners seem to have made the team successful. See Discussion Issues to use with any film that is a work of fiction. Any of the discussion questions or issues on the film study sheet for the work of historical fiction can serve as a writing tip. Additional assignments include: 1. This is a job for strong readers. There are two really excellent articles that have been written about the McFarland Cross-Country team Coach White. Articles are available on and connected in bridges with the reading section below. Read, compare and contrast the style and content of the next two articles about the McFarland Cross-Country Team. Then write down the three most interesting facts in these articles and describe why you found them interesting. Two articles: (1) Column One Grueling Season: McFarland cross-country team toils for 6th consecutive title by Mark Arax, LA Times, 12/1/1997; and Running for Your Life: The Story That Inspired McFarland, USA by Gary Smith, 2/16/15, Sports Illustrated magazine. 2. Describe the three main lessons that the filmmakers tried to convey through this story: one concerning students, one concerning a coach, and one concerning the United States as a whole. 3. Based on online research (or on the basis of class discussion) make a list of three important facts that the writers have changed. Then, for every fact you've listed, describe why you think the filmmakers have made changes in terms of the needs of creating an interesting and emotionally appealing story. 4. Study and write an essay describing the current state of farm workers in California. See also Additional Destinations to use with any film that is a work of fiction. Multimedia: Anchor Standard #7 for Reading (both for ELA classes and for history/social studies, science and technical classes). (Three anchor standards read: Integration and evaluation of content presented in various media, including visually and quantitatively, as well as in words.) CCSS 35 and 60. See also Anchor Standard #2 for ELA Talking and Listening, CCSS pg. Reading: Anchor standards #s 1, 2, 7 and 8 for reading and related standards (both for ELA classes and for history/social studies, science and technical classes). CCSS 35 and 60. Writing: Anchor standards #s 1 - 5 and 7-10 for writing and related standards (both for ELA classes and for history/social research, science and technical classes). CCSS page 41 and 63. Talking and listening: Anchor standards #s 1 - 3 (for ELA classes). CCSS pg. Not all tasks reach all anchor standards. Teachers are encouraged to review specific standards so that all standards are met during this period. See the Bridges to Read and Internet Links section. In addition, separate reviews of films listed in the film review have been consulted. Consultation.

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