Lesson Plan Template for African American/Black and Puerto Rican/Latino Course of Studies

Semester/Unit/Lesson	Semester 2 Unit 1 Lesson 1 (Combining 1.0 & 1.1 & elements of 1.2 from SERC curriculum)	**Title**	Latino Identities: Multiple and Evolving Identities		
Contributors/Reviewers	CTECS SS Team	**Revision Date**	January 29, 2022	**Duration**	3 days

Standards	Learning Objectives	Inquiries
From Connecticut Elementary and Secondary Social Studies Framework **Dimension 2 Applying disciplinary concepts and tools** HIST 9-12.3 Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical account. HIST 9-12.4 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. HIST 9-12.10 Detect possible limitations in various kinds of historical evidence and differing secondary interpretations. GEO 9–12.5 Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population. **From CT Core Standards for English Language Arts (i.e., Reading, Writing, Listening, Speaking)** CCSS.ELA-LITERACY RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the	Students will be able to: • Examine the differences between the commonly misused classifications of Latino/a, Hispanic, and Spanish • Argue for/against the use of the term: Latinx • Create creative & informative PSA/Tik Tok video about Latino/a terms	How has Puerto Rican and Latino identity evolved over time? Is there a single "Latino identity"? Is there a Latino race?

United States, drawing on a wide reading of world literature **From CT English Language Proficiency (CELP) Standards (i.e., Reading, Writing, Listening, Speaking and Language)** CELP.9-12.1. RI.7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account		

Key Concepts and Terms	Performance Criteria
• Is Latino a Race? • The concept of Race in Latin America today • What does it mean to be Latino? • Multiple identities (i.e., Hispanic v Latino/a vs. Spanish) • Evolution of multiple identities • Language • Identity, race, and census	Day 1: 1.1: Hispanic v Latino/a v Spanish Activity Day 2: 1.1.3: Latino/a or Latinx Day 3: Tik Tok Video Mini-Project

Description/Procedures (including time allotted)

Pre-Teaching/Pre-Reading/Pre-Viewing	**Materials/Resources** Day 1: Conversation with Latinos on Race 1.1: Hispanic v Latino/a v Spanish Activity Day 2: https://www.pbs.org/video/why-do-we-say-latino-kxdsyo/ https://www.pewresearch.org/hispanic/2020/08/11/about-one-in-four-u-s-hispanics-have-heard-of-latinx-but-just-3-use-it/ 1.1.3: Latino/a or Latinx Day 3:
Initiation/Hook/Activation of Prior Knowledge Day 1: Explore/View/Discuss: Conversation with Latinos on Race. Debrief with students on their thoughts and feelings on what is race and what is being Latino/a mean to them? Day 2: Watch the video on the origin of the term Latino, Hispanic, and Latinx. Discuss and ask how many kids have heard of Latinx. Day 3: Discuss with students if they discussed the term LatinX with parents at home (informal assignment given the day before).	
Modeling/Guided Practice/Independent Practice (including Asynchronous alternative)	

Day 1:

- Students receive Latina/o, Hispanic, & Spanish Handout and begin by showing pics of actresses and students try to identify them as Latina, Hispanic, and/or Spanish. Discuss why it may be so hard. Students share their understanding of what it means to be Hispanic, Latina, and Spanish - discuss
    - (Answer key for photos: They're all Hispanic/Latina. None of them are Spanish)
        - Gina Torres - Cuban American
        - Gina Rodriguez - Puerto Rican
        - Bella Thorne - Half Cuban
        - Isabella Gomez - Colombiana
    - Watch quick video and read article from Vox completing definitions and question:
        - Are Latinos a race or ethnicity? Explain.
    - Complete census questions 8 and 9 and discuss

Day 2:

- Discuss study from pew research: https://www.pewresearch.org/hispanic/2020/08/11/about-one-in-four-u-s-hispanics-have-heard-of-latinx-but-just-3-use-it/
- Work on handout looking at pro/anti Latinx articles with questions.
- End with class poll on Google forms again...see if anything changed

Day 3:

- Introduce the Tik Tok video project. Students begin planning and creating videos in class. Finish on their own time. Show examples to give students a sense of expectations.
    - Example

Tik Tok Video Mini-Project

Review Past Student Exemplars: https://drive.google.com/file/d/1nsx6H1a9ZgDyrxngv16ktsVoBF7j0tjI/view?usp=sharing

Closing/Evidence of Learning

- Day 1: Question: Are Latinos a race or ethnicity? Explain & Census question response
- Day 2: Students share their preference of Latinx and explain with evidence.
- Day 3: Tik/Tok or PSA video

Home Links	Extensions	Interdisciplinary Connections
Discuss with family members the impact of race in their lives. Students and their family watch Latinos: How you See Me? and discuss: How do "we as a family" view other Latino families?	Virtual field trip to Latino museum Small group projects: impact of Puerto Rican and Latino culture on one aspect of life in the U.S. Analysis of ways that Latinos are depicted in media	Language Arts: Connect to novels/books on race Health: Discuss how identity influences self-esteem