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

Semester/Unit/Lesson	Semester 2 Unit 5 Lesson 5.2	**Title**	Migration From Other Latin American Countries to Connecticut and the U.S		
Contributors/Reviewers	CTECS SS Team	**Revision Date**	May 23, 2022	**Duration**	1 day

Standards	Learning Objectives	Inquiries
From Connecticut Elementary and Secondary Social Studies Framework **Dimension 2 Applying disciplinary concepts and tools** HIST 9-12.16 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past. 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. GEO 9-12.6 Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions. **From CT Core Standards for English Language Arts (i.e., Reading, Writing, Listening, Speaking)** 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	Students will be able to: • Analyze CT Latino migration data to make policies within their school	What impact do the Latino demographics in CT have in local communities?

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 **CELP.9-12.2. W.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. **From Social Justice Standards from "Learning For Justice"** ***Action*** **17.** Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.		

Key Concepts and Terms	**Performance Criteria**
• The immigration of individuals from other Latin American countries to Connecticut • Economic, political, social reasons • Similarities, differences of reasons for immigration **Vocabulary:** Migration, Immigration	Policy Proposals

Description/Procedures (including time allotted)	
Pre-Teaching/Pre-Reading/Pre-Viewing https://www.ctinsider.com/news/article/A-look-at-Connecticut-s-growing-diverse-16520069.php https://www.hispanicfederation.org/advocacy/reports/latino_connecticut_a_call_to_action/	**Materials/Resources** https://www.ctinsider.com/news/article/A-look-at-Connecticut-s-growing-diverse-16520069.php

Initiation/Hook/Activation of Prior Knowledge

Students begin by identifying a number of reasons why Latinos might move to CT: Jobs (factories, tobacco, service jobs, etc), Family, Military, Schools, etc. Discuss

Modeling/Guided Practice/Independent Practice (including Asynchronous alternative)

- Students receive a worksheet on the Numbers: Latinos in CT.
- Begin by reviewing website on 10 cities with largest Hispanic %
  - https://www.homesnacks.com/most-hispanic-cities-in-connecticut/
- As a class, analyze the chart and Puerto Ricans in Connecticut data sheet.
  - https://centropr.hunter.cuny.edu/sites/default/files/data_sheets/7-connecticut_infographic-2019.pdf
- After class discussion and conversation, students group up into 2/3s and analyze the policy blueprint from the CT Hispanic Federation
  - https://hispanicfederation.org/images/pdf/latinoconnecticutreport2014web.pdf
- Students come up with policy proposals in groups to help address an issue of importance to the Latino community within their school.

Closing/Evidence of Learning

Policy proposals

https://www.hispanicfederation.org/advocacy/reports/latino_connecticut_a_call_to_action/

The Numbers: Latinos in CT

https://www.homesnacks.com/most-hispanic-cities-in-connecticut/

https://centropr.hunter.cuny.edu/sites/default/files/data_sheets/7-connecticut_infographic-2019.pdf

https://hispanicfederation.org/images/pdf/latinoconnecticutreport2014web.pdf

Home Links	Extensions	Interdisciplinary Connections
Students watch movie or listen to Carnaval Del Barrio - In The Heights Motion Picture Soundtrack (Official Audio) and discuss how Latino culture contributed to New York's diverse culture. How does movie represent what it means to be Latino/a?	Read "A Railroad Comes to Town: Santa Cruz, California, 1876" (Community Dreams). Think about the following question: What were the long- and short-term contributions of Latinos to the Santa Cruz railroad? Based on the challenges to complete this railroad, choose one challenge and envision a new direction for the project.	World History English