



Teaching Tip: Unpacking the Directions and Assigning Handouts

Use this '[unpacking the directions](#)' document to easily access lesson targets, slide decks, and print or assign virtually, student handouts. Letter to [families](#).

Case Study 1: Identity

Guiding Question: What do you know about your identity and people who identify as latino or Latinx?



Learning Target: I can explore my own identity, the identities of Latinx people, and consider how race, ethnicity, and nationality might impact our identities.

Teacher Resources

[Day 1 Case Study](#)
[Slide Deck for Day 1](#)

Share with Students

[Handout](#)
([Spanish slides and resources](#))

Case Study 2: Mystery Source

Guiding Question: What can I learn from a mystery source?

Case Study 3: Common Source Analysis

Guiding Question: How did racist policies impact the experience of Latinx people in Rochester?

Case Study Optional: Great Migration

Guiding Question: Why did thousands of Puerto Ricans move to Rochester in the 1950-1970s?

Case Study 4: Jigsaw Source Sets Analysis

Guiding Question: How have Latinx people and their allies responded to racism?

Case Study 5: Restorative Circle

Guiding Question: What do we know about equity and how can we ensure it is achieved through activism?

Case Study 1: Identity

Based on a 30–45 minute class.

Guiding Question: What do you know about your identity and people who identify as latino or Latinx?

Social Studies Framework Reference

5.6 Government: The political systems of the Western Hemisphere vary in structure and organization across time and place. (Standards: 5; Themes: GOV, CIV)

5.6c Across time and place, different groups of people in the Western Hemisphere have struggled and fought for equality and civil rights or sovereignty. Students will examine at least one group of people, such as Native Americans, African Americans, women, or another cultural, ethnic, or racial minority in the Western Hemisphere, who have struggled or are struggling for equality and civil rights or sovereignty.

Skills Focus: Gather, Use, Interpret Evidence

As a whole, these case studies are designed for students to use and interpret primary sources. Making inferences is emphasized as part of this interpretation.

New York State Standards: English Language Arts

5R6: In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Teaching Tolerance Standards

Justice 14 Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics

JU.3-5.14 I know that life is easier for some people and harder for others based on who they are and where they were born.

Diversity 8 Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way

DI.3-5.8 I want to know more about other people's lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally.

Diversity 10 Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

DI.3-5.10 I know that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.

Justice 11 Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.

Ju.3-5.11 I try and get to know people as individuals because I know it is unfair to think all people in a shared identity group are the same.

Social Studies Practice: Civic Participation

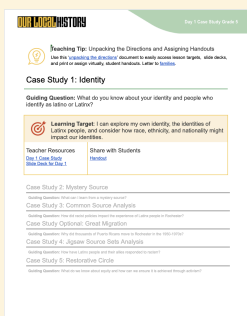
Overview

Students will begin with a self-reflection on their own identity that allows each student to consider what is important independently. This is a critical step that honors the unique and individual identity of each student in our classrooms. They will then watch a short interview with Latinx civil rights leader Henry I. Padrón-Morales about his identity. Students will explore concepts of race, ethnicity, and nationality through a video as well as consider how Latinx and Puerto Rican identity has developed. They will then participate in a discussion and restorative circle to share about their own identity and the identity of Latinx people. Students will co-create and affirm group norms that will provide the framework for how to safely talk about identity, race, and racism. This is also an opportunity for the teacher to assess student sensitivity and understanding regarding issues of race, ethnicity, and nationality and what questions they may have. The discussion can also inform next steps and how to introduce the boxing protocol and the primary source analysis.



Learning Target: I can explore my own identity, the identities of Latinx people, and consider how race, ethnicity, and nationality might impact our identities.

Teacher Resources



Case Study #1

Exploring Identity

[Day 1 Case Study](#)

[Day 1 Case Study Slide Deck](#)

Share with Students

Activity: Understanding Identity Part 1

Directions: All of these questions are optional. Answer them the best you can in the spaces below. If at all, if you don't know the answer to a question.

- Where are you from?
- Where are your parents from?
- Where are your grandparents from?
- List 2-4 adjectives that you consider part of your identity.
- List 2-4 adjectives that a stranger might assume about your identity.
- Do people see you differently than you see yourself? How does that make you feel?
- What are the top three or four most important parts of your identity?

Optional: individually wrapped bags of jelly beans for each student

[Handout](#)

Sequence of Instruction

Pre-Teaching/Introduction

Latinx history is American history. Latinx people trace their origins to Latin America, other Spanish colonies, Caribbean islands, contemporary United States as well as Africa and various European countries. Latinx people include, but are not limited to, Indigenous, Mestizos, Afro-Latinos, and other mixed-race people. Currently representing the largest ethnic minority in the country, Latinx people have participated in the creation and growth of the United States for many years. Complex stories of imperialism, immigration, and enslavement shape Latinx history into a complicated and rich narrative for inquiry.



Vocabulary Teaching Tip

Students will explore definitions of “race”, “ethnicity”, and “nationality” while also considering the identities of Latinx people. Teachers may consider previewing this [short video](#), to be used with students. This can allow teachers to reflect on their own identities.

Part of being culturally responsive means that people are called what they ask to be called. Especially with our Latinx students, it is important to give them space to identify themselves. Gholdy Muhammad in her book *Cultivating Genius* writes,

Ask students to tell you in their own words how they see their various identities. And when they tell you who they are, listen and trust them. Our young people of color have a history of others speaking for them or telling their stories without permission.

The teacher’s job is to facilitate a conversation about identity that honors the words students use to name their own identities. In the course of that conversation, the lesson shares three commonly used terms with students that sometimes affect our identity: race, ethnicity, and nationality.

This article by Yara Simón, [Latino, Hispanic, Latinx, Chicano: The History Behind the Terms](#), explains the history and current dialogue around words related to Latinx identity.

Vocabulary			
Race	Ethnicity	Nationality	Identity
Latino/a	Latinx	Translanguaging	



Social-Emotional Teaching Tip

It is very important to begin the circle by asking each student to share what they need in order to feel supported but also challenged while discussing the topic of identity and racism. It might be helpful to share that identity and racism are topics that many people are uncomfortable talking about, but it is an unfortunate reality of our world. Our identity, race, ethnicity, and nationality are things to be proud of and to celebrate. Share that in our class we believe that when we talk about hard things together we bring them out of the darkness and into the light. Hard things like racism are easier to face together rather than alone. We might not do it perfectly. It is ok to have big feelings. It is safe to ask questions. And, finally as the great James Baldwin has said, “Not everything that is faced can be changed. But nothing can be changed until it is faced”. When we are uncomfortable is often when change happens.



Figure 1: Framework for Systemic Social and Emotional Learning.
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During the activities it is very important to monitor students closely by paying attention to their verbal and physical cues that reveal how they are feeling. It can be helpful to pause the circle and come back to it later. Before the circle, you can assess students when they self-assess how they are feeling about having this conversation using the ‘fist to five’ strategy (fist-I’m uncomfortable 5-I’m ready to talk about this). When you check in with the students, you can encourage them to cover their eyes or put their heads down so only you can see their hands. This gives students anonymity and provides some safety in sharing. It is important to check in throughout the circle using the same strategy. If a student is putting their head down, struggling with eye contact, or using a low or really quiet voice, offer them space, do not pressure them to share, and be sure to check in afterwards.

[2A.2a](#). Identify verbal, physical, and situational cues that indicate how others may feel.

[2B.2b](#). Demonstrate how to interact positively with those who are different from oneself.



Culturally Responsive Teaching Tip [Critical Step]

Being uncomfortable should not mean being unsafe, if it can be avoided. When discussing identity or race around Latinx culture, students may be unaware of terms being used today or offended by terms used in the past. As a class, establish classroom norms that might include a list of specific words and phrases that students commit to use or not use. The list might include calling people's opinions "stupid" or "lame," or criticizing the words or identities of others. Students can create and agree to a contract of norms and behaviors that define the classroom community as a socially and emotionally safe place. The norms might include such statements as "Try to understand what someone is saying before rushing to judgment" or "Put-downs of any kind are never OK." [The Learning for Justice "Let's Talk"](#) guide is a helpful place to reference in this process.

Class Activity 1/3: Warm Up, Introduction, Identity

15 minutes

Teacher directions are directly connected to the slides in the slide deck.

Slide 4: Students will analyze the Learning Target for the Activity. Teachers can guide this analysis by focusing on words and activities which are embedded in the Learning Target. Here is the Learning Target:



Learning Target: I can explore my own identity, the identities of Latinx people, and consider how race, ethnicity, and nationality might impact our identities.



Teaching Tip

A purpose of this lesson is to consider how race, ethnicity, and nationality may or may NOT impact our identity. It is important to note how race, ethnicity, and/or nationality might be used by others to impose an identity on someone else. This lesson should allow students to explore their own identities regardless of names, labels, or judgments others might use to describe them. This process should ultimately grow empathy in our students and help them to be more sensitive to the complexities of identity, race, ethnicity, and nationality.

Slide 5: Introduce students to the group norms protocol. Let students know that these group norms will be followed throughout these Case Studies and that the norms can be added to or adapted. Teachers might also choose to select the norms that are best suited for their classes; all norms are not necessarily needed. Introduce students to the following group norms and ask what else they need in

order to feel supported, safe, and challenged during our unit. Here are some possible norms and ways to explain them.

Norm	How to explain or model for students
Speak your truth (I Statements)	We're going to own our opinions by saying 'I think... or In my opinion' instead of assuming what we think is what everyone else does.
Be respectful	Consider asking students what this looks like and sounds like during social studies
Stay engaged	Consider asking students what this looks like and sounds like during social studies
Expect to experience discomfort	In this unit some things might make us feel uncomfortable or will be hard to learn about. That's ok. We're in this together.
Be aware of intent; own your impact	We're going to assume good intentions with one another, but when someone says something that bothers us it is ok to say so. It's also ok to have someone let you know that despite good intentions your words bothered them. We can choose to see these moments as a chance to group. Let's try these sentence starters:" "Thank you for telling me that, I need to think about it" "Hey that bothered me, could you tell what you meant by that?"
Be curious	Encourage students to ask questions of one another, the primary sources, etc.
Step up, step back	If you're someone who tends to be a little quieter in class discussions I want you to agree to be brave and share your brilliant thoughts. If you're someone who loves to share a lot please consider stepping back to make space for others to share, or invite others to step up.
Stories stay, lessons leave	Any personal stories will stay here in our safe space, but the lessons and important things we learn from those stories should leave with us.

Slide 6: Introduce students to the Social Studies Practice of Geographic Reasoning. We will be exploring the identities of people from Latin America, Puerto Rico, and the United States. Interactions with people from across the globe shape the people of these areas.

Slide 7: The lesson begins with a deliberate focus on identity and how each student should define their own identity. Have students consider the three ideas on this slide as an entry point into a conversation and exploration of the identity of each student. The lesson is designed to preserve the agency of crafting identity in the hands of each student while also leaving room for reflection as they consider the identities of others and how race, ethnicity, and nationality may or may not affect their identity.

Slide 8: Pass out the day 1 '[Understanding Identity PART I](#)' handout. Have students answer the questions about their identity on the handout. It is perfectly acceptable if they do not have answers for every question. Consider offering students the option to take the handout home and ask their family members for help. The purpose is to prompt students to think about their identity and to help them feel proud of who they are as modeled by Mr. Padrón-Morales in the video that will be shown next. Be sure to state clearly at the beginning that it is ok if students don't know all the answers. Make space for students who are adopted or who may not have relationships with some family members. If there is time, have students turn and talk with a friend to share their answers.

Then share the video interview of Rochester Latinx civil rights leader Henry I. Padrón-Morales ([Spanish](#) version, [English](#) version) by civil rights leader J. Roberto Burgos using the same questions on the student handout.

IMPORTANT NOTE: Stopping the video at strategic moments to ensure student understanding is absolutely critical. Asking questions about what was just shared or why Henry reacted as he did can help immensely. For example, two important moments in the video may be worth pausing the video:

1. 1:18 – Pausing after Henry introduces where his mother and father are from is helpful. **Slides 9 and 10** help with this. Then, pausing after he introduces his grandmother and grandfather (1:45) reinforces the geography of Puerto Rico. Here are the locations and colors on the map (slide 9)
 - a. HENRY's MOM = from Caguas (RED BOX)
 - b. HENRY's FATHER - island of Culebra (PURPLE BOX)
 - c. HENRY's GRANDMOTHER = Fajardo (GREEN BOX)
 - d. HENRY's GRANDFATHER = Vieques (BLUE BOX)
2. 3:10 – Using Henry's discussion of Latinx can be a good moment to write the term on the board and explain his reference. It will be discussed later in slide 13, so consider using that slide as well.

If there is time the teacher may choose to show a second video of J. Roberto Burgos being interviewed by Henry I. Padrón-Morales ([Spanish](#) version, [English](#) version).



Teaching Tip

It may be helpful for the teacher to have a piece of **chart paper on the wall with the handout questions pre written**. While Henry I. Padrón-Morales answers the questions the teacher is encouraged to take notes beneath each question. Draw student's attention to how

proud Mr. Padrón-Morales is to be Puerto Rican, American, and of his ability to speak both Spanish and English.

Henry I. Padrón-Morales references the term 'Translanguaging'. [The CUNY-NYS Initiative on Emergent Bilinguals](#) explains that Translanguaging is increasingly the norm in multilingual communities where European structuralist-era notions of "one language, one people" are thrown into question (García 2007, pg xxi). The trans- prefix communicates the ways that such practices "go beyond" use of state-endorsed named language systems (García and Li Wei, 2014, pg 42).

They have some [excellent guides](#) on incorporating 'Translanguaging' in the classroom to support ENL students.

Henry I. Padrón-Morales references his poem "Dos Worlds--Two Mundos" during his interview. An optional extension could be to share this [video of him reading his poem "Dos Worlds--Two Mundos"](#) (2 min). Prior to sharing the poem let students know that the poem is in English and in Spanish.

Link to Henry I. Padrón-Morales reading his poem ["Dos Worlds--Two Mundos"](#)

Class Activity 2/3: Geographic Reasoning - Latin America and Puerto Rico

10 minutes

DEFINITIONS

Slide 11: Have students flip over their handout to 'Part II'. Share the jelly bean [video](#) and then give students space to take notes on the definitions for race, ethnicity, and nationality.. Depending on your class and available resources consider purchasing small bags of assorted jelly beans for each student to open and sort along with the video. While engaging, it is absolutely not necessary to the lesson to include the jelly beans. After the video ask students if the video helped them to better understand the terms and what definitions they came up with? Or consider asking if students can explain the differences between two of the terms as a check for understanding.



Race - an assumed category of people based on a similar set of physical and biological traits (*what you look like*)



Ethnicity - belonging to a group of people with a shared culture or origin (*your flavor*)



Nationality - belonging to the same nation, country or place of origin (*your bag*)

Slide 12: Read the three definitions on the slide to the students (included to the right). Allow them to add to their notes. Ask students if they think those definitions make sense? Can anyone provide an example of one of the three words?

Slide 13: This slide introduces the geography of Latin America to students via the map. The diverse geography of Latin America stretching from Mexico in the north, across the Andes mountains and

Amazon rain forest all the way to the south in Argentina reflects the diversity of the people of Latin America. The words used to describe the people of Latin America are equally diverse. On this slide, students are introduced to one word at a time used to describe some of the identities of people in this region (make sure you are in present mode). Students may have questions about the meaning of such terms and teachers have several options in response. One strategy is to direct students to the map to see if they can locate that term anywhere on the map. Often the words have geographic roots. We will explore many of the words in the lesson so affirming the question and perhaps writing it down as one to be sure is answered later is also another option.

Slide 14: The previous slide and this slide make the point that there are numerous words used to describe the people of Latin America. One of the most common words, the one these instructional materials use, is Latinx which refers to an ETHNICITY (and not a race). Note that the next slide presents this word within the framework of the jelly bean video viewed previously.

In the Spanish language, words ending in “a” are generally feminine words while those ending in “o” are masculine Spanish words. Latinx is a gender inclusive term that has been used more frequently in recent years.

Hispanic is another widely used word to describe people from Latin America. Dr. Córdova from Nazareth University notes, “Hispanic refers to Hispania, which was the Roman (Latin) term for Iberia (Spain and Portugal), meaning that the term included people from Iberia/Europe and not just the Americas. Latine/o/a/x refers to people from the Americas, conquered by “Hispania” or Iberia. All these terms have potential problems and setbacks, and privilege imperialism. Most people from Latin America usually identify by nation; Puerto Rican, Chilean, Cuban, etc. So all these terms are really terms used in the US and NOT Latin America.”

Slide 15: This slide (to the right) helps students see words used to describe the people of Latin America categorized by Race, Ethnicity, and Nationality. This slide pulls together some of the words that Henry I. Padrón-Morales used in the video to describe his identity with the terms introduced in the jelly bean video. The definitions for race and ethnicity are still evolving and are not static. Thus, there is a complexity to Latinx identity (and the words used to describe identity...Hispanic, Latino/a/x) that this lesson raises which is similar to the experience of other people.

Example: Person 1 = White race // Puerto Rican ethnicity // American nationality
 Person 2 = White race // Latinx ethnicity // Puerto Rican nationality
 Person 3= Black race // Puerto Rican ethnicity // American Nationality

White, Black, Asian,
African, Taino

Latina = female
 Latino = male
 Latinx = includes all genders
 Puerto Rican

Puerto Rican
 American



Race - an assumed category of people based on a similar set of physical and biological traits (what you look like)



Ethnicity - belonging to a group of people with a shared culture or origin (your flavor)



Nationality - belonging to the same nation, country or place of origin (your bag)

But a central point to return to with students is that though different people may use different words to describe their identity, students should use the words that they choose to describe themselves.

Slide 16: Remind students that Henry I. Padrón-Morales references that his Puerto Rican identity, like many other Latinx folks, is made up of three intermingled backgrounds including Taino-Arawak (The Native People of Puerto Rico), African, and Spanish. Read the quote to help students better understand this. Make space for questions and reflections.

“Puerto Rico has had three cultures that influence its people. The Taíno were the original inhabitants of the island archipelago. After Christopher Columbus’ arrival Europeans from Spain joined the cultural mix. Following the genocide of the Taíno the Spaniards needed a workforce. That is when Africans were enslaved and brought to the island. Over time these three races intermingled, forming the identity of Puerto Ricans today who are proud of their Taíno, Spanish, and African inheritance.”

-Henry I. Padrón-Morales

Learn more about this history from this NPR Code Switch podcast/transcript “[Puerto Rico, Island Of Racial Harmony?](#)”. Or see this [Indian Country Today](#) story on DNA testing and Puerto Rican identity.

Slide 17: Ask students if they have ever heard of Afro-Latinidad ([learn more here](#))? Explain that a person can be both black and Latinx. Many people identify more than one race (multiracial or mixed-race) and it is something to be proud of.



Teaching Tip

The issue of ‘colorism’ may come up after this video. According to a [2021 study by Pew Research Center](#) Latinos with darker skin color report more discrimination experiences than Latinos with lighter skin color. In the Learning for Justice article “[What is Colorism?](#)” (2015), David Knight writes, “Any response to the [question of colorism] is complicated due to the deep legacy and influence of skin-color preference in the United States and in other parts of the world. Within-group and between-group prejudice in favor of lighter skin color—what author Alice Walker calls “colorism”—is a global cultural practice. Emerging throughout European colonial and imperial history, colorism is prevalent in countries as distant as Brazil and India.”

Slide 18: Have students return to the [Handout](#) they started near the start of the lesson. Give students the option of completing the column to identify their own race, ethnicity, and nationality. Some students may prefer not to complete this or to consult with their families which are both good options for this activity. The purpose is for students to further consider their own identity (always deferring to the words they choose to use for their own identity) and not to impose labels or categories on anyone.

Class Activity 3/3: Restorative Circle

30 minutes

Group Norms ‘Supported and Challenged’

1. Setup

Circle Protocol:

- Talking piece (only person allowed to talk is the one with the talking piece)
- For virtual circles invite each student to bring a talking piece that represents safety and strength.-Create agreed upon circle agreements or norms
- Facilitator goes first and then takes notes
- Create order so kids know when they’re speaking (circle order in person for virtual give each kid a number)
- Facilitator summarizes what everyone said at the end.



Teaching Tip

If you have already been doing restorative circles in your classroom and have a set of established group norms, it is still important to ask students if they have norms to add or adapt.

2. Round 1

Slide 19: Introduce students to the academic circle protocol. Let students know that these group norms will be followed throughout these Case Studies and that the norms can be added to or edited. Model a group norm that you need in order to feel supported and challenged during both the circle and the whole unit; then pass the talking piece around the circle.

Introduce the circle questions

What did you learn about your identity?

What did you learn about Latinx identity?

The facilitator begins by sharing their answers, drawing on the handouts and videos. Then the talking piece is passed to the next student who has the option to share or pass. It is important that the facilitator offer affirmation to students by quickly reflecting back on what was shared without commenting on it. If a student shares something that breaks the group norms, it is important to gently remind them of the group norms and give them another chance to share. After all the students have shared, the facilitator uses their notes to reflect back what the students shared and highlight the themes and questions that emerged. If time allows and is helpful, the facilitator can decide to pass the talking piece back around the circle for a connection round where students can add to what they shared, ask questions, and answer one another’s questions. This is not a time for the teacher to answer questions. Instead it is an

opportunity for students to make sense of their own lives and tell their own stories. The facilitator demonstrates a posture of curiosity, seriousness, and intention.



Teaching Tip

Students often have much to share during this circle. If students do not, it is ok! Do not pressure students to share or make them feel bad for not sharing. Instead reflect on why this might be and on how you can work on building a safe space in your classroom for these difficult but important conversations. It may be helpful to talk to a few students afterward about how they thought the circle went and what ideas they have to foster safety and encourage sharing. It is important to note, when checking in with students, the focus should not solely be on the students of color.

Slide 20: Finally, return to the Learning Target. The Exit Ticket also includes space for students to record their questions.

Slide 21: Close the lesson by checking in with how students are feeling. Have them hold up a finger to represent what zone they are in. Be sure to check in with students who identify as feeling in the blue or red zones. Then ask students to think about what makes them most proud of who they are.

Blue Zone 1 finger	Green Zone 2 fingers	Yellow Zone 3 fingers	Red Zone 4 fingers
Bored	Happy	Excited	Upset
Tired	Positive	Worried	Angry
Sad	Thankful	Nervous	Aggressive
Depressed	Proud	Confused	Mad
Shy	Calm	Embarrassed	Terrified

(OPTIONAL) Slide 22: In this extension activity, Henry I. Padrón-Morales reads his poem [“Dos Worlds - Two Mundos”](#). It can be a powerful culminating activity that allows students to reflect on identity and living in two different worlds and the challenges and beauty of navigating those worlds.