

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

Semester/Unit/Lesson	Semester 2 Unit 2 Lesson 3.1-3	Title	Race in Latin America: Caste or Social Hierarchy?		
Contributors/Reviewers	CTECS SS Team	Revision Date	3/10/2022	Duration	1 day

Standards	Learning Objectives	Inquiries
From Connecticut Elementary and Secondary Social Studies Framework Dimension 2 Applying disciplinary concepts and tools HIST 9–12.4 Analyze how historical contexts shaped and continue to shape people’s perspectives (e.g., immigration, labor, the role of women). CIV 9–12.3 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order. CIV 9–12.2 Evaluate the effectiveness of citizens and institutions in solving social and political problems. ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups. From CT Core Standards for English Language Arts (i.e., Reading, Writing, Listening, Speaking) CCSS.ELA-Literacy.RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	Students will be able to: Analyze the Latin American racial caste system of the 18th century	How is race organized in Spanish Latin America of the 18th century?

From CT English Language Proficiency (CELP) Standards (i.e., Reading, Writing, Listening, Speaking and Language) CELP.9-12.4.L.6 Acquire and use accurate general academic and domain- specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		
Key Concepts and Terms		Performance Criteria
• Caste? Social Hierarchy? or Racial Hierarchy • Gradation of Browns - colorism within Brown people • Analyze the process by which "race" comes into being over the course of the 16th and 17th centuries in Spanish America • Culture shapes how humans see the world • Race in Latin America in a "Post Racial Society"? • Vocabulary: Caste System, Culture, Race		Article analysis and discussion
Description/Procedures (including time allotted)		
Pre-Teaching/Pre-Reading/Pre-Viewing https://nativeheritageproject.com/2013/06/15/las-castas-spanish-racial-classifications/ https://www.yachana.org/teaching/students/webpages/andean2k/conquest/mestizo.html http://www.bellavistaranch.net/genealogy/casta.html		Materials/Resources Background: https://nativeheritageproject.com/2013/06/15/las-castas-spanish-racial-classifications/ https://www.yachana.org/teaching/students/webpages/andean2k/conquest/mestizo.html
Initiation/Hook/Activation of Prior Knowledge Begin by reviewing slave trade, encomienda, and introducing caste system in video: ▶ Labor, Slavery, and Caste in Spanish America [APUSH Unit 1 Topic 5] 1.5 • Discuss elements of each as video plays. • Students jot down at least 5 notes while they watch to see what is familiar to them		http://www.bellavistaranch.net/genealogy/casta.html ▶ Labor, Slavery, and Caste in Spanish Am... https://www.nuestraverdad.com/post/spanish-caste-system
Modeling/Guided Practice/Independent Practice (including Asynchronous alternative) • Read Spanish Caste system post and discuss:		

◦ https://www.nuestraverdad.com/post/spanish-caste-system ● Compare now to how Latinos fit into the American caste system ◦ Read and analyze America's Enduring Caste System Excerpts (NH) and complete the questions that follow		America's Enduring Caste System Excerpt...
Closing/Evidence of Learning Article analysis and discussion		
Home Links	Extensions	Interdisciplinary Connections
Students explore cultural variation with their families. They can do the census activity (see resources for instructions) or have their families take the Cultural IQ Test www.understandingrace.org Have students and their families view these photographs and discuss their thoughts about them. Photographs Exploring What It Means to Be Black in Puerto Rico	Students read about the Utuado: When Things Fall Apart by Chinua Achebe and compare and contrast cultural change Listen to Songs and Dances of Honduras Smithsonian Folkways Recordings Consider whether political cartoons are a form of art that can bring about social change. Have students share examples of political cartoons and identify what real people, if any, are depicted and how they are portrayed. Also, what symbols are included and what they represent. Discuss: ● What is the central message of the cartoon? ● What events or issues inspired the cartoon? ● What is socio-political impact of cartoon?	Art: Analyze paintings of Caste systems in Latin America English: Read primary sources of experiences of people of different castes