

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

Semester 2 – Focus on Puerto Rican/Latino History			
Title of Unit	Unit 1: Early Beginnings: Who are we?	Timeframe	Early-Mid September (2 weeks)
Developed By, Date	Stephen Armstrong, Nitza M. Diaz, Carlos Torre	Reviewed By, Date	M. LeBrun-Griffin 10/16/20
Summary of Unit			
<p><i>NOTE: At the beginning of this semester, there should be a general overview of the major themes of the first semester of the course and how the first semester of the course will connect to the upcoming semester. Students should also be asked about what they found to be most valuable in the first semester. Students should also be informed that during the first semester their instructor took a largely chronological approach to the subject matter, while this semester the approach will be more of a thematic one. Review of expectations for dialogue, safe spaces, and community of learners should occur. Students should be reminded that there will be many "difficult discussions" throughout the semester, and that it is important that student voices be heard. Before beginning with the actual subject matter of semester two, students should take part in a project in which they attempt to find what they can about their own personal and family identity. Memories, interviews with family members, family letters, photographs etc. can all be used to inform and complete an <u>I Am From Poem</u>. Sensitivity and assistance for students who may not have access to this information given family situation should be provided up front.</i></p> <p>Even before the United States became a republic, Latinos have contributed to the culture and history and life of the United States. Yet Latinos have been perceived as the "other." Despite histories of migration, labor recruitment, wars, invasion and occupations, millions of Latinos have persevered and demonstrated the beauty of their contributions. This unit will examine the early beginning and origins of what we know as Latin America.</p> <p>In this unit students will:</p> <ul style="list-style-type: none"> ● Explore why Latinos and Puerto Ricans identified the way they are? ● Examine the collective and individual identities of Latinos and Puerto Ricans and demonstrate understanding of how this influences the perception and realities of Latino and Puerto Rican ● Latinos understanding of Race: "Are we all one Race?" ● Understanding of how Latinos "show up in the color line that created a Black and White binary?" ● Debunking the Racial Myth: Where do we come from: African Diaspora, Natives and the "Spaniards" ● Latino culture: what is it? Is there one? ● Latino identity: Label, Latino/a Hispanic, Latinx, Afro-Latinos, Indigenous civilization introduction ● Where do we come from: Puerto Rican Migration? ● Strengths and contributions of African diaspora in Latin America and Caribbean(lesson using visual images) <p>Compelling Questions: How have Latinos and Puerto Ricans evolved their identities throughout time on both individual and collective levels? With identity in mind, how has the Black and White binary caused Latinos to otherize each other?</p>			
Desired Results			
Relevant Content Standards		Related Supporting Standards	

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 United States, drawing on a wide reading of world literature (Listening, Speaking)
From CT English Language Proficiency

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

**From Social Justice Standards from “Teaching Tolerance”
*Identity***

1. Students will develop positive social identities based on their membership in multiple groups in society.

From Teaching Hard History A 6–12 FRAMEWORK FOR TEACHING AMERICAN SLAVERY from “Teaching Tolerance”

Key Concept 1: Slavery, which Europeans practiced before they invaded the Americas, was important to all colonial powers and existed in all North American colonies

Summary Objective 1: Students will recognize that slavery existed around the world prior to the European invasion of North America, changing forms depending on time and place. The enslaved often were perceived as outsiders: captives in war, the vanquished or colonized, or ethnic or religious
1.B While people have enslaved others in many ways in different times and places, unfree labor is not always slavery. For example, chattel slavery is an intergenerational system of slavery where individuals are held as property and traded as commodities. Indentured servants are not enslaved. They sell their labor for a certain number of years to pay a debt.

Key Concept 2: Slavery and the slave trade were central to the development and growth of the colonial economies and what is now the United States.

SUMMARY OBJECTIVE 2: Students will describe the nature and extent of colonial enslavement of Indigenous people.

2.B All European colonies enslaved Indigenous people for profit, justifying the practice because of perceived racial and cultural inferiority. Many

	enslaved Indigenous people were forced to labor far from home, as evidenced by the mass export of women and children to Europe and the Caribbean, often called the "Reverse Middle Passage."	
Learning Outcomes	Critical Consciousness*	
Overarching Course Learning Objectives	Overarching Course Essential/Guiding Questions	
<p>LO1 Understand the construct of race, why, and how it was developed</p> <p>LO2 Investigate the evolution and development of African American/Black and Puerto Rican/Latino identities, including intersections with Indigenous and other identities</p>	<p>EQ1 RACIAL FORMATION How and why was the concept of race constructed? What is its impact on African American, Puerto Rican, Latino, and Indigenous people?</p> <p>EQ5 SOCIETY, ECONOMY, AND CULTURE How and in what ways have African Americans, Puerto Rican and Latino people shaped American society, economy, and culture?</p>	
Theme/Content Specific Enduring Understandings	Theme/Content Specific Inquiry	
<p>For this Unit of Study, students will know and be able to...</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Students will understand and be able to define race, ethnicity, and nationality as it relates to culture <p>Skills:</p> <ul style="list-style-type: none"> Students will analyze how the concept of "race" has been constructed for and impacted Puerto Ricans and Latinos. Students will analyze how geographic factors influence and have influenced settlement and migration. Students will evaluate the strengths and contributions of Indigenous and African populations. Students will analyze the history and contributions of one individual or group that from the past that advocated for political and/or social change. 	<p>For this Unit of Study, to support student self-discovery, identity development, and civic preparedness/actions, students will...</p> <ul style="list-style-type: none"> Students will develop and reinforce research skills necessary for projects related to pre-Columbian civilizations. Students will develop project based/civic engagement skills necessary for projects in the local community. Students will develop and reinforce skills necessary for "hard conversations" on historical and contemporary social topics. 	
Learning Evidenced By		
Pre-Assessment/Common Misconceptions	Formative Assessments/Checks for Understanding	Performance Tasks and Criteria/Project-Based Applications (Aligned with Compelling Questions)

<ul style="list-style-type: none"> • Race for Latino's is Black/White binary • Racial development - What does society say about Puerto Ricans and Latinos in the past and the United States today? 	<ul style="list-style-type: none"> • Quizzes/oral assessments of historical understanding • Evaluation of student understanding/participation in discussions of race/Latino identity 	<ul style="list-style-type: none"> • Students will analyze and propose a plan of action for a specific issue that is important in the student's local community. • Students will evaluate the history and contributions of an individual from a Latin American country (student choice).
Learning Plan/Lesson Sequence		
Lesson 1.0 Introduction/Review of Semester Themes		Duration: 1 Day
Big Ideas/Topics to be Addressed, including Key Concepts and Terms <ul style="list-style-type: none"> • Course Introduction and Expectations • Review of Semester 1 		Materials/Resources/Speakers
Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities Initiation Review with students course purpose, expectations, and prepare for transition to thematic approach to teaching and learning building on knowledge and experiences from Semester 1. Pre-assessment Have students complete a Gallery Walk using these headings: <ul style="list-style-type: none"> • Who were the first people in the Carribean and Americas? • Where did Latino's come from? (Places) • Why do Latinos and Puerto Ricans identify the way they are? Activity Create a personal Cultural Card and share out in "Gratitude Circle" Closing Affirm students identity, thank for sharing, and show excitement for the semester and continued learning.		Home Links/Reflections to Affirm Identity Completion of <u>I Am From</u> poem (<i>hyperlink to template</i>)
Options for Content Continuity Across History Courses and Interdisciplinary Integration English		Extensions/Experiential Opportunities Students can be provided with a list of books, novels, non-fiction memoirs, etc. based on identity or interests expressed. Resources for this can be found (<i>hyperlink to book sources like We Diverse Books, etc.</i>)
Lesson 1.1 Latinos on Race while living <i>in between</i> the Black and White Binary?		Duration: 2 Days

<p>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> • The Pre-Columbian civilization had no concept of race • Migration and European slavery began the concept of race in Europe • Development of racial hierarchy/mixing of races creating racial categories, conflicts • How racial attitudes in Latin America impact the view of Latino Americans toward race in the US • Is Latino a Race? • The concept of Race in Latin America today • What does it mean to be Latino? 	<p>Materials/Resources/Speakers</p> <ul style="list-style-type: none"> • Race: The Power of An Illusion (PBS documentary) • Inventing Latinos: A New Story of American Racism. Author: Laura Gomez. The New Press: New York • A conversation with Latinos on Race. New York Times. https://www.nytimes.com/video/opinion/100000004237305/a-conversation-with-latinos-on-race.html • US House of Representative quotes on Identity: Alejandra Ocasio • <u>Is Latino Becoming a Race</u>: Race, Migration, Latinos and the Cultural Transformation of Race by Wendy Ross
<p>Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities</p> <p>Initiation Mini lesson on history of the concept of race for pre-columbian civilization and for Europeans (race concept created in Europe to help justify slavery). After providing with a history of the race concept, have students think about race as it relates to Latinos (given the historical understanding that Latinos are NOT a race).</p> <p>Activity ExploreView/Discuss video Conversation with Latinos on Race. Debrief with students on their thoughts and feelings on what is race?</p> <ul style="list-style-type: none"> • Begin by asking students their preconceived notions of what race is • Have them come up with 4 different examples of race • Give students Ibram Kendi's definition of race, "Race is a power construct of collected or merged differences that lives socially." and discuss • Then select one or more of the following options to continue dialogue: <ul style="list-style-type: none"> - Revisit portion of <u>Race: The Power of an Illusion</u> Episode 1 (Clip 49:24-55:30) https://mem.intervarsity.org/resources/race-power-illusion-documentary and discuss as a class - Watch 3 min video on myths about race, debunked https://www.youtube.com/watch?v=VnfKqffCZ7U&feature=emb_logo and discuss <p>Closing/Assessment Read Isabel Wilkerson's excerpt from Caste on race and have students answer final 2 questions on handout as Exit Slip.</p>	<p>Home Links/Reflections to Affirm Identity</p> <p>Discuss with family members the impact of race in their life.</p>

<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration English Health</p>	<p>Extensions/Experiential Opportunities How has the concept of “race” impacted the history and everyday lives today of individuals of Latin American or Puerto Rican descent?</p>
<p>Lesson 1.2 Latino Culture: The Multiple and Evolving Identities of Latinos</p>	<p>Duration: 3 Days</p>
<p>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> ● Multiple identities (i.e., Hispanic v Latino/a v Spanish) ● Evolution of multiple identities ● Language ● Identity, race, and census <p>The following topics can be addressed if time permits:</p> <ul style="list-style-type: none"> ● Latino passing-what does this mean? ● Language and its relationship to the Latino identity 	<p>Materials/Resources/Speakers</p> <ul style="list-style-type: none"> ● Article with an example of a changing identity based on skin color for Latinos (history of race questions on the census) ● NPR podcast of KIND CEO bar ● https://www.npr.org/2019/02/15/686824650/portrait-of-the-founder-and-ceo-of-kind
<p>Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities</p> <p>Initiation Begin lesson by showing pictures of actresses and ask students to privately identify them as Latina, Hispanic, and/or Spanish on a piece of paper. Review correct answers at the end and then engage students in discussion of what it means to be Hispanic, Latina, and Spanish handout.</p> <p>Activity Students examine the differences between terms used to identify someone of Latin American descent engaging in one or more of the following activities:</p> <ul style="list-style-type: none"> ● View video and read article from Vox (<i>insert hyperlink</i>) ● Complete 2020 census questions 8 and 9 and discuss ● Ask students how many use the term Latinx when describing themselves or other students' class poll on Google Forms. 	<p>Home Links/Reflections to Affirm Identity</p> <p>Have students show the “A conversation with Latinos on Race” video from the New York times to their families and ask how do we identify as a family? How are we received by other people? Are there any similarities or differences in how we identify and how other people see our family members?</p>

<ul style="list-style-type: none"> • Work on handout looking at pro/anti Latinx articles with questions. End with a class poll on Google forms again...see if anything changed. • Tik Tok or PSA project handout explaining the following: <ul style="list-style-type: none"> ◦ Differences between Latino v Hispanic v Spanish vs. Latinx ◦ Make a claim, should someone use the term LatinX? Why or why not? <p>Closing Using a current scenario (such as COVID pandemic) engage students in Spectrum Activity (<i>need to insert directions for activity</i>) and discuss: What aspect of identity affects Latinos and Puerto Ricans the most?</p> <p>Assessment Projects presented to the class in format of choice.</p>	
<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration</p> <ul style="list-style-type: none"> • Zoom or in-person discussions with influential figures that have impacted Latino culture 	<p>Extensions/Experiential Opportunities</p> <ul style="list-style-type: none"> • Virtual field trip to Latino museum • Small group projects: impact of Latino and Puerto Rican culture on one aspect of life in the United States • Analysis of ways that Latinos are depicted in media
<p>Lesson 1.3: Where do we come from? African and Indigenous Diaspora in Latin America and in the Caribbean</p>	<p>Duration 3 Days</p>
<p>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> • African and Indigenous Diaspora • African diaspora contributions • Strengths and contributions of African and Indigenous diaspora in Latin America and Caribbean 	<p>Materials/Resources/Speakers</p> <ul style="list-style-type: none"> • Tainos and their contributions • Lost History: Rediscovering the Taíno People (Short Documentary) • The Puerto Rican Heritage Poster Series Centro de Estudios Puertorriqueños • Exploration of the African Diaspora in the Americas • Culture Cool Girls Guide ESSENCE
<p>Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities</p> <p>Initiation Ask students to think about the history that they have learned about Indigenous and African populations. Using the Tainos as an example, ask students to name contributions of the Tainos and the Africans that were brought to Latin America.</p> <p>Activities</p> <ul style="list-style-type: none"> • As class, view and discuss video and an article of the Taino and African diaspora contributions. 	<p>Home Links/Reflections to Affirm Identity</p> <p>Discuss with family their familiarity with Diaspora.</p>

<ul style="list-style-type: none"> • In small groups, have students research Indigenous and African Diaspora using Tulane Website and different primary sources and aggregate findings with the whole class. • Independently, students will analyze population numbers and demographics and report on conclusions. 	
<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration English</p>	<p>Extensions/Experiential Opportunities</p> <ul style="list-style-type: none"> • Afro-Mexicans: Dancing Their Way Back To Their Roots • Embracing Afro Latin America
<p>Lesson 1.4 Geography: Puerto Rican and Latin American Migration</p>	<p>Duration 4 Days</p>
<p>Big Ideas/Topics to be Addressed, including Key Concepts and Terms</p> <ul style="list-style-type: none"> • Basic facts of Puerto Rico (e.g. population, topography, location, etc.) • Puerto Rican Identity: what does it mean • History of Puerto Rican Migration • Impact of geographic and economic factors • How Puerto Rican Migration experience differs from other Latin American countries 	<p>Materials/Resources/Speakers</p> <ul style="list-style-type: none"> • Map from Center for Puerto Rican Studies https://centropr.hunter.cuny.edu/education/heritage-poster-series • https://www.loc.gov/item/prn-18-107/indigenous-inca-taino-maya-nahua-legacies-featured-in-gallery-talks-at-the-library-of-congress/2018-08-28/ • Eat, Share, Food, Puerto Rico: Taino Civilization Film
<p>Recommended Learning Activities, including UDL Principles/Scaffolded Supports and Asynchronous and Synchronous Learning Opportunities</p> <p>Initiation Introduce push and pull factors of migration.</p> <p>Activity Students can work in groups 2-3 or independently to create a map with a timeline of Puerto Rican or Latin American (students can select a country from Latin America for this activity) migration based on individual or group choice. The map should include information and characteristics of people who migrated, including push and pull factors.</p> <p>Closing Discuss with students how identity influenced the people who migrated.</p> <p>Assessment Students present their map and timeline.</p>	<p>Home Links/Reflections to Affirm Identity</p> <p>Discuss with family history of how family came to America and identify how many generations ago.</p>

<p><i>(Need to flesh out lessons for other big ideas/topics addressed in this unit. and determine summative assessment/project regarding how geographic factors impacted both the migrations and lives of individuals of Puerto Rican and Latino descent?)</i></p>	
<p>Options for Content Continuity Across History Courses and Interdisciplinary Integration English Sociology</p>	<p>Extensions/Experiential Opportunities Research Puerto Rican and/or Latino/a leaders in community</p>