



***Challenging the Master Narrative:  
Hispanic Heritage Month***

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Ashley Park PreK-8 School

This curriculum unit is recommended for:  
Middle School Social Studies Classrooms(6-8)

**Keywords:** Challenge, Master Narrative; Hispanic Heritage Month

**Teaching Standards:** See [Appendix I](#) for teaching standards addressed in this unit.

**Synopsis:** Students will explore research, analyze, and present their findings about Latino groups in Charlotte during the Hispanic Cultural Heritage Expo. Students will work in collaborative groups researching the history and experiences of Latinos in Charlotte who have immigrated from Central and South America. Additionally students have an opportunity to understand the strengths and struggles that Latino immigrants face in Charlotte through the “Storytelling” Sessions of local Latino leaders in the community. In their Final Assessment students will present their findings to the school in the Hispanic Cultural Heritage Expo.

*I plan to teach this unit during the coming year to 75 students in 6th Social Studies classroom*

*I give permission for Charlotte Teachers Institute to publish my curriculum unit in print and online. I understand that I will be credited as the author of my work*

## Introduction

### Rationale

The rationale for creating this unit is simple: awareness and empowerment. Throughout my teaching career, I have made it a goal to assist in empowering students from historically disenfranchised communities to reverse the master narrative. One of the things that I have noticed that has become apart of a larger conversation within in my community and school are negative perceptions of Latinos in our community. Whether it is on the national news or in everyday conversations with family or community members, or students, the majority of dialogue is negative. Watching this narrative unfold disturbs me on multiple levels. While I do not belong to the Latino community, being an African American I empathize with the struggle of being defined by a single, inaccurate story. Just as I fight to reverse the counter narrative of the African American community I too think it is necessary to be an ally and work to reverse this narrative in other communities as well. As an educator and person who enjoys studying about the beauty of different cultures, I believe the best way that I can be apart of the solution is through the creation of a Curriculum Unit that provides awareness of the counter-narrative of the Latino community in Charlotte.

*Awareness:* Many of my students who are African American have an awareness of their history and as it relates to struggle for freedom and equality. In my 6th grade Social Studies class I have made it a point to emphasize learning about African American history. However, when it comes to their Latino peers, many of the African American students' understanding of their Latino peers struggle is superficial or non-existent. When looking at the history and experiences of African Americans, there are a lot of parallels and similarities to their Latino peers. Therefore, in the upcoming year I want to expand their knowledge base and include a Unit that explores the Latino experience in the United States. One of the goals of this unit will be to create a deeper understanding within my students of the shared history and experiences of African Americans and Latinos.

*Empowerment:* Additionally at our school we have a growing population of Latino students and families who have a desire to become immersed within our community in a more meaningful way. Therefore, an additional goal of this unit is to empower our Latino students to have a greater voice in our school community by sharing about their historical and cultural experiences with our school community.

### Unit Academic Goals

This unit will be implemented for 6th grade students at Ashley Park Prek-8 school. Ashley Park is a Title I school with a school population of about 600 students. Ethnically, 88% of our students are African Americans, 7% are Latino, 3% are white, and 1% are Asian. 99% of the student population are eligible for Free/Reduced lunch. Ashley Park is unique in that we are a turnaround school that has been apart of the Project L.I.F.T. initiative. Being a turnaround means that students and members of our school community are working together to help each other reach our highest potential.

Being aware of the demographics the goal for this unit is to help students explore the history and experiences of their peers who come from families that have immigrated from Central and South America. In this unit students will explore, research, analyze, and present their findings about a special topic connected to Latino Culture in Charlotte during the Hispanic Cultural Heritage Expo. Students will incorporate literacy standards during the Explore and Research phases of the unit specific standards. Literacy and Social Studies go hand in hand and the integration of literacy skills is crucial for student success. The Exploration phase will introduce and provide opportunities for practice of reading comprehension strategies. While researching students will add on additional writing skills as they gather and synthesize information. In order to understand the ELA standards see [Appendix 1](#).

Students will have opportunities to create presentations that displays their research. This part of the unit will involve student use of more ELA writing standards and Social Studies standards. In the final assessment for this assignment is for students to produce exhibits for display at a school wide Hispanic Heritage Expo.

### **Content Research Connection to Curriculum**

My rationale for the creation of this unit has undoubtedly been impacted by the information obtained during the *Insights into Latino Communities in Charlotte Today*. Throughout the seminar we were able to delve into many hands on experiences that provided us with first-hand accounts into the Latino community in Charlotte. One of the most impactful and eye opening experiences for me was participation in the Poverty Simulation done completely in Spanish. It was during this experience that I began to understand the experiences of my Latino students and their families.

Upon reflection of my teaching practices during the seminar, I have come to the realization that in my classroom I spend time acknowledging the “culture” of my Latino students in a narrowly defined sense as it only pertains to music, food, or language. While this is important I have come to realize that culture, when more broadly defined for Latinos living in Charlotte, also has to do with the day-to-day struggle and experiences of being a newcomer to Charlotte. As an educator I want to explore that aspect of culture in my classrooms. I have learned that exploration of culture on a deeper level requires tapping into the “*Funds of Knowledge*” within my local community. Latino business owners, college students, professors, city officials, community organizers and more are examples of these “Funds of Knowledge. Connecting and Networking with these individuals is crucial to the empowerment and awareness of students in my classroom<sup>1</sup>

Providing opportunities for my students to interact with the plethora of Latinos within our local community is key. Therefore, one key element of the unit is the “Story-Telling Component.” The “*Story-Telling Sessions*” of the unit allows time for these individuals to come and share their experiences with the students. During these listening sessions students will have the opportunity to understand Latino culture here in Charlotte on a personal level. It is the goal that these sessions will create a space for awareness of the rich culture that is right at our fingertips.

Another aspect of seminar that I enjoyed was listening and discussing with guest speakers from our community. In having important discussions about race, class, education, and more within seminar it became clear to me that I too should help to facilitate these discussions among my students. Community Based Participatory Researchers have used photo-voice as a research method to facilitate critical dialogue. This research strategy allows participants to engage in dialogue through the medium of photographs. Seeing the power of this method, I have incorporated elements of it in my Curriculum Unit. Therefore, the “Story-Telling Sessions” component of the Unit there is opportunity for dialogue amongst the students and the guest speakers. These discussions are the bedrock of the sessions. It is my desire that students will gain an understanding of the strengths and struggles that Latinos in Charlotte face daily. <sup>ii</sup>

Research shows that Latinos who are new immigrants face a bevy of challenges; these challenges are particularly heightened for students who are in new “social environments.” Additionally, new immigrant Latino students experience feelings of isolation and rejection. Researchers in the “Realidad Latina” gathered data from Latino students in schools in the United States. One of the findings in the study found that Latino students felt that within the schooling environment they felt they were treated poorly by administrators, teachers, and their non-Latino peers. <sup>iii</sup>

In light of this research, the challenge for myself as an educator is how can I implement within my curriculum a place where my Latino students’ experiences are validated and valued. A considerable portion of this unit is devoted to exploring, researching and writing about Latino groups who are represented in this unit. Providing opportunities for students to learn about these communities will serve the purpose of providing awareness of Latino culture by non-Latino students while simultaneously allowing Latino students to be a part of the curriculum in an authentic way.

The theory of Social Capital has also heavily influenced the development of this curriculum unit. The idea of social capital exists upon the premise that individuals have various networks of people and institutions that they are connected to, some individuals carry more social capital than others. Social capital provides people access to various parts of society. Unfortunately, access to and knowledge of social capital is disproportionally distributed, leaving out those from traditionally marginalized and minority communities. Being an agent of cultural change is a role that is particularly important for those who work in underserved, minority communities. <sup>iv</sup> Realizing that I, as an educator and community member, have a vast network of resources (social capital) at my disposal and I need to tap into those resources to help expose my students to the endless possibilities. Hence, a goal within the unit is for my students to see the potential of possibilities through research and the lives of Latino citizens from their own community.

Challenging the “Dominant” or Master narrative is an ever present philosophy that has informed my practices as a Social Studies teacher. This idea posits that much of the Social Studies curriculum is constructed around the mainstream values and perspectives of the dominant class. <sup>v</sup> The master narrative as it pertains to Latinos in curriculum and society is flawed, to say the least. Often times than not, this master dominant narrative misrepresents or completely leaves out the voices of Latinos, the Dominant narrative. In light of this it is the job

of the Social Studies teacher to encourage students to use critical thinking and apply it to our history through the use of dynamic pedagogical strategies. These opportunities allow the learner to become historical thinkers who are exposed to other narratives that contradict the dominant narrative. By providing these opportunities of learning educators allow for the disruption of the dominant narrative and introduction of other marginalized stories.<sup>vi</sup>

While I have always ascribed to this pedagogical philosophy unfortunately, I have not always embraced it in all aspects of my teaching. My participation in the CTI seminar this year has emboldened me to be a teacher who challenges this negative master narrative and provide opportunities for individuals to share a counter-narrative.<sup>vii</sup> I have been inspired and empowered to re-imagine this philosophy and create this unit which is aptly entitled, *Challenging the Master Narrative*, I seek to push back on the master narrative and provide a counter-narrative about Latinos in our society. Part A and Part B of the unit students will engage in meaningful research about Latino communities within Charlotte. Students will examine reliable and quality resources about these various groups and through thorough examination, students will gain information that are not always presented in the traditional curriculum. By engaging in the simple act of learning students will begin to dismantle the deficit narrative about our Latino community members.

### **Teaching Strategies**

During the Curriculum Unit I will use various teaching strategies. Some strategies will be used sparingly while others will use consistently throughout the unit. The next section outlines the strategies used in the unit.

#### **Collaborative Groups**

Because learning is a social process, the use of collaborative groups are essential. Use of this teaching strategy allows a focus on solving problems and finding solutions. Scholars work in groups of 3-5 students where they discuss, experiment, investigate, solve problems and make decisions. There is always a product and accountability is at both the group and individual levels. Success in collaborative groups results in all voices being heard and high-quality work products in every group. Collaborative groups are one of the foundational strategies of this unit and will be used throughout the entire unit.

#### **Direct Instruction**

This strategy provides scholars with information about how to process new content through the thinking of an expert.” During the beginning of the lesson, the teacher established the purpose for learning and makes a personal connection to the students. This teaching strategy only lasts will usually last between 15-20 minutes. The goal of this focused instruction is to give students information and model them analysis of information. (“Thinking about their thinking”) Scholars should be following along with guided notes, for referral during guided and independent practice. This strategy is another one that will be used throughout the beginning phases of the unit because the students will be presented with a lot of new information.

## Guided notes

Students will write down key information on various types of graphic organizer. These notes serve as a quick reference point for students during their guided and independent practice. Successful of this teaching strategy results in students able to “organize, paraphrase, and summarize important information.” Guided Notes will be used in conjunction with Direct Instruction, this strategy is necessary because it will provide “quick reference” points for the students when they are conducting their research.

## Think, Pair, Share

A check for understanding strategy that provide students the time to think, discuss, and share their understanding of a particular topic. With this strategy the teacher presents a question/comment, students then respond by silently and independently thinking, then discussing their thought process with shoulder partners, and finally sharing with the entire class. This strategy will be utilized in the later part of the lessons providing students a chance to share with their peers their progression and new understandings in the research of their various latino groups.

## Video Think Chart

This strategy provides a way for students to organize new information and their thoughts in a graphic organizer while watching a video. While watching a video students will be responsible for writing New Information in a graphic organizer. In addition to new information, students will write down any questions that arise while watching the video. After the video has completed, teacher and students engage in a discussion about their chart

## Nearpod: Collaborative Discussion Board

Nearpod is an interactive online tool that allows teachers and students to interact with content. This particular feature allows students to “post” a response to an online discussion board. The teacher and their peers can see their responses. Students and teachers can interact with each others’ responses engaging in an online dialogue.

## Learning Activities

Part A. Exploration-The lessons in the first part of the unit curriculum will consist of activities that help students develop a contextual knowledge about the histories and experiences of people who come from Central America. Students will conduct webquests, readings, discussion board posts (via-nearpod and google classroom) where they will learn about the history and culture of different countries. After completing this phase students will know which country they focus on with their project.

### *Lesson 1: Introduction to Latino Groups in Charlotte*

Students will engage in activities that help them explore and research specific regions, and countries from Central and South America.

Hook: Teacher will show a video montage of people answering the question; “What does it mean to be Latino in Charlotte? or When you hear the word Latino what do you think of?-

Instructional Activities:

Collaborative Group Discussion: In their Collaborative Groups, students will engage in a conversation about the same question presented in the opening video. After discussion teacher will then facilitate a “whole class conversation, where students will share out their responses to the reflection Questions.

Direct Instruction: Teacher will lead a PowerPoint discussion that provides an overview of the various cultures, regions, and countries in Central and South America. Teacher will introduce Research Project to students, inform them that at the end of the next lesson students will need to decide which Latino group of Charlotte they will research and present.

Guided & Independent Practice:

Webquest- Students will complete a Webquest (Online) where they will visit various websites about the different regions. The goal of the webquest is for students to decide which group they desire to research.

Exit Ticket:

Short Answer Reflection Question (1) What does it mean to be Latino in Charlotte? (2) What are some of the names of groups in Charlotte that you are interested in learning about?

*Lesson#2: Introduction of Latino Groups who are in Charlotte (Video Viewing Guide)*

Students will engage in activities that help them explore and research specific regions, and countries from Central and South America.

Instructional Activities:

Video Think Chart for Videos: Class will view videos about Latino Groups from Charlotte. While watching the video students will complete their Video Think Chart. After each video we will discuss as a class- common themes and characteristics.

Guided & Independent Practice:

Graphic Organizer: Students will use their information from the video viewing guide to complete their graphic organizer- that arranges information about the various Latino groups discussed during the video think chart sessions.

Exit Ticket:

Short Answer Reflection Question (1) What are some of the names of groups in Charlotte that you are interested in learning about?

*Lesson#3-Introduction of Latino Groups who are in Charlotte (Digital Graphic Organizer)*

Students will engage in activities that help them explore and research specific regions, and countries from Central and South America.

Instructional Activities:

Digital Gallery Walk: Within their collaborative groups students will participate in a gallery walk that provides visual and written information about various Latino groups in Charlotte. While progressing through the gallery walk students will be required to fill in notes on their K-W-L Chart.

Guided & Independent Practice:

Nearpod-Collaborative Board- Post-Gallery Walk, students will respond to a series of discussion board prompts that requires them to use what they observed in the gallery walk to engage in thoughtful online dialogue via Nearpod.

Students will use their information from the Digital gallery walk to complete their graphic organizer- that organizes information about the various Latino groups viewed during the Digital Gallery walk, and will help students in the decision making of their topic of research.

Exit Ticket:

Short Answer Reflection Question (1) which Latino groups in Charlotte do you want to study; Why? (Based off student responses to Exit Tickets, teacher will divide students into Research Groups)

Part B. Research- The next phase of the unit will focus on student research of their chosen country/region to research. Students will spend classroom time researching their region. Before embarking upon their research the teacher will facilitate classroom lessons that outlines the research process. Since the unit is created for 6th grade students, the research process will include 3 simple steps (Search and Locate; Read & Annotate, and record important details)

*Lesson#1 - Finding Quality Sources for Research- Search & Locate*

Students will find grade appropriate sources, reading those resources annotating them for important details pertinent to their project goals.

Instructional Activities:

Teacher will lead students in Direct Instruction on the research process of Searching and Locating quality sources. During the lesson, students will fill in their guided notes.

Guided & Independent Practice:

Students will use their guided class notes to assist them in compiling a list of reliable resources. They will keep track of their resources using their resource card. ([See Appendix 2: Resource Card](#))

Exit Ticket:

Short Answer Reflection Question (1) how do you examine the reliability and quality of resources for research? (2) What were 2 quality resources you found in today's class that will assist you in your research?

*Lesson#2 - Reading and Annotating Sources for Research*

Students will Read & Annotate their Research sources identifying important details pertinent to their project goals.

Instructional Activities:

Teacher will lead students in a short 10 minute Direct instruction lesson "How to properly Read & Annotate for Research"

Guided & Independent Practice:

Students will use the Research Cards to guide them in recording key information on their research cards. ([See Appendix II](#))

Exit Ticket:

Short Answer Reflection Question (1) Based on the information your group researched today, What information did you find that will be the most helpful in your research?

*Lesson#3 - Recording Information (Research Card-Demographics)*

Students will properly paraphrase their information from sources about the Demographics of their Country.

Instructional Activities:

Teacher will lead students in a short 10 minute Direct instruction: "How to paraphrase?"

Guided & Independent Practice:

Students will use their paraphrasing knowledge to complete to find, read & annotate, paraphrase information from their Sources onto their Research Card. Each research card has a Big Idea with guiding questions. The guiding questions will help students know specifically how to focus their research. The research Card for today will focus on Demographics of the Country.

Exit Ticket:

Short Answer Reflection Question (1) Based on the information your group researched today, What are some key demographic details about your country?

*Lesson#4 - Recording Information (Research Card#2- Cultural Features)*

Students will properly paraphrase their information from sources about key cultural features about their country.

Instructional Activities:

Teacher will facilitate a classroom discussion where classmates peer critique, the previous days research cards. The class will critique several of student work and look for key elements of an Exemplar Research Card.

Guided & Independent Practice:

Students will use their paraphrasing knowledge to complete to find, read & annotate, paraphrase information from their Sources onto their Research Card. Each research card has a Big Idea with guiding questions. The guiding questions will help students know specifically how to focus their research. The research Card for today will focus on Cultural Features

Exit Ticket:

Short Answer Reflection Question (1) Based on the information your group researched today, What are some key cultural details about your country?

*Lesson#5 - Recording Information (Research Card#3- Historical Events)*

Students will properly paraphrase their information from sources about key historical events in their country.

Instructional Activities:

Teacher will facilitate a classroom discussion where classmates peer critique, the previous days research cards. The class will critique several of student work and look for key elements of an Exemplar Research Card.

Guided & Independent Practice:

Students will use their paraphrasing knowledge to complete to find, read & annotate, paraphrase information from their Sources onto their Research Card. Each research card has a Big Idea with guiding questions. The guiding questions will help students know specifically how to focus their research. The research Card for today will focus on Historical Events

Exit Ticket:

Short Answer Reflection Question (1) Based on the information your group researched today, What are some key events in history that occurred in your country?

*Lesson#6 - Recording Information (Research Card#4- Influence in Charlotte)*

Students will properly paraphrase their information from sources the impact their .

Instructional Activities:

Teacher will facilitate a classroom discussion where classmates peer critique, the previous days research cards. The class will critique several of student work and look for key elements of an Exemplar Research Card.

Guided & Independent Practice:

Students will use their paraphrasing knowledge to complete to find, read & annotate, paraphrase information from their Sources onto their Research Card. Each research card has a Big Idea with guiding questions. The guiding questions will help students know specifically how to focus their research. The research Card for today will focus on Influence in Charlotte

Exit Ticket:

Short Answer Reflection Question (1) Based on the information your group researched today, How have people from your country impacted the city of Charlotte?

Part C: Storytelling Sessions- In conjunction with research the class will participate in a series of “Storytelling Sessions” These sessions will consist of a time when individuals/groups will come in from the community and share their personal stories about being immigrants and or children of immigrants in the United States. Individuals from within the school community and local community will serve as the “Presenters” during these events. I will reach out to siblings, family members, and local community members to fulfill this role.

The purpose of these story-telling sessions will be for students to connect on a personal level to the regions they are researching. These narratives will serve as a powerful teaching tool to help them make connections Making these connections will greatly increase students understanding of the experiences of Latinos in the United States. Additionally these narratives will also help to create and/or reverse the deficit narrative that is projected about the Latino currently.

*Reflective Journals:* During the Storytelling sessions students will be responsible for recording important information and answering the following questions in their Reflective Journals. (1) What is it like being a Latino student/community member in Charlotte? (2) What type of social celebrations/activities do you participate in Charlotte? (3) Are there any issues that

you face being a Latino community member? How do you approach them? (questions are still developing.) Apart of the recording process, a student assigned class photographer will take and collect photos.

After each of the sessions the 6th grade class will have a debriefing session and we will create a Concept Graffiti Wall that touches upon the experiences of the various storytellers. The Graffiti Wall will consist of key phrases from the student notes taken during the session. As a class we will decide which phrases we to add to the wall. The class photographers will also present the pictures they took, and we will also decide which pictures we want to add to the Graffiti Wall too.

Part D: Google Slide-Show Presentations-Performance Assessment- After conducting their research & participating in the storytelling sessions students then create a presentation about their research. Students will choose to create either an electronic or a hard copy presentation. The hard copy portion of their presentation can include a presentation board that creatively displays the information they researched with visuals that helps their presentation come to life. If students decide to create a digital presentation the components needed will be the same as the hard copy version.

#### *Lesson#1 - Presentations*

Students will use the information gathered from Research Cards and Reflective Journals to create their Country/Region presentations.

#### *Instructional Activities:*

Teacher will outline the Presentation guidelines and expectations. Teacher will go over the specific elements that are required for the presentation. (Via Rubric)

#### *Guided & Independent Practice:*

Students will create their Country Presentations using google slide show.

#### *Exit Ticket:*

Short Answer Reflection Question (1) Which tasks were you able to complete today? (2) What other tasks do you need to complete in order to finish your presentations?

Hispanic Heritage Expo: At the end of the unit, students will have a chance to present their research and experiences to the school community in the Hispanic Heritage Expo: Reversing the Master Narrative. Students will be chosen to set-up booths in the school gym, where they will present their presentations. Included in the exhibits will be the graffiti wall as well.

## Appendix I: Implementing Teaching Standards

This unit will take an interdisciplinary approach merging both Social Studies and ELA standards. ELA Common Core Standard *Literacy W 6.2* is a major standard incorporated in the unit. The focus of this standard is on writing informational texts that analyzes a topic. Below are all of the Standards, which encompass this writing standard.

**CCSS.ELA-LITERACY.W.6.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- ❖ *CCSS.ELA-LITERACY.W.6.2.A*-Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- ❖ *CCSS.ELA-LITERACY.W.6.2.B* Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- ❖ *CCSS.ELA-LITERACY.W.6.2.C*-Use appropriate transitions to clarify the relationships among ideas and concepts.
- ❖ *CCSS.ELA-LITERACY.W.6.2.D*-Use precise language and domain-specific vocabulary to inform about or explain the topic.
- ❖ *CCSS.ELA-LITERACY.W.6.2.E*-Establish and maintain a formal style.
- ❖ *CCSS.ELA-LITERACY.W.6.2.F*-Provide a concluding statement or section that follows from the information or explanation presented.

Standards Literacy RH 6-8.10 and Literacy RH6-8.2 are also Common Core Standards which will be taught in this unit too. These standards focus on the reading and comprehending of historical text. Students will learn how to read a text identifying and summarizing central ideas of the text. Below are the Common Core Standards.

**CCSS.ELA-LITERACY.RH.6-8.10**-By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

**CCSS.ELA-LITERACY.RH.6-8.2**-Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

## Appendix II: Teacher Resources

Templates & Direct Instruction Slides for Part B. Research

[file://localhost/Users/Jarvis/Downloads/CTI\\_Research\\_Card.pdf](file://localhost/Users/Jarvis/Downloads/CTI_Research_Card.pdf)

Research Card Templates This is a link to a PDF which has templates for how students can organize their information during the research phase of the project.

[file://localhost/Users/Jarvis/Downloads/Direct\\_Instruction\\_Lessons\\_How\\_To\\_Research.pdf](file://localhost/Users/Jarvis/Downloads/Direct_Instruction_Lessons_How_To_Research.pdf)

Direct Instruction Lessons: This is a link to a PDF for the Direct Instruction Lessons that are taught in the lessons.

### *Websites*

These are possible websites to use in the creation of the webquest, videos, and Digital Gallery walk for Part A of the Unit.

[http://content.time.com/time/video/player/0,32068,1688176871001\\_2117188,00.html](http://content.time.com/time/video/player/0,32068,1688176871001_2117188,00.html)

This website has a video from Time Magazine that explores the story of undocumented immigrants in the United States

<http://www.centralamericanstories.com/characters/>

This website provides primary resource interviews from children who lived in Guatemala and El Salvador. There are also some great articles that discuss the Immigration debate.

<https://www.teachingcentralamerica.org/about/#>

This website contains numerous resources and links to articles, websites, and videos that can be helpful in helping students and teacher to explore the countries in Central America.

[www.nearpod.com](http://www.nearpod.com)

This is the website used for the

### *Articles*

<https://www.edutopia.org/blog/evaluating-quality-of-online-info-julie-coiro>

A great resource for understanding how to teach the research process. This article specifically delves into the step by step process of assisting students in how to evaluate sources for research.

<https://www.edutopia.org/article/peer-review-done-right>

A resource to assist teacher facilitation of the peer critique. There are multiple opportunities for peer critique in this unit, this article helps teachers understand how they should begin the process of leading a critiquing session in their classroom.

### **Appendix III: Student Resources**

[my.ncedcloud.org/Discovery Education](https://my.ncedcloud.org/Discovery%20Education)

This is a great resource for students to use as a dashboard for attaining baseline information for Latino History, specifically in Mexico and Central America.

[my.ncedcloud.org/HMH](https://my.ncedcloud.org/HMH)

This is another great resource for students that they can use as a starting point to getting historical information about various groups in Central and South America.

## Notes

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<sup>i</sup> Gonzalez, L. C. Moll & C. Amanti (Eds.), *Funds of knowledge* (pp. 29–46). Mahwah, New Jersey, Lawrence Erlbaum Associates, Inc.

<sup>ii</sup> Streng, J., Rhodes, S., Ayala, G., Eng, E., Arceo, R., & Phipps, S. (2004). Realidad Latina: Latino adolescents, their school, and a university use photovoice to examine and address the influence of immigration. *Journal of Interprofessional Care*, 18(4), 403-415.

<sup>iii</sup> Ibid

<sup>iv</sup> Stanton-Salazar, R. (1997). A Social Capital Framework for Understanding the Socialization of Racial Minority Children and Youths. *Harvard Educational Review*, 67(1), 1-41.

<sup>v</sup> Salinas, C., & Blevins, B. (2014). Critical historical inquiry: How might pre-service teachers confront master historical narratives? *Social Studies Research and Practice*, 9(3), 35-50

<sup>vi</sup> Salinas, C., & Sullivan, C. (2007). Latina/o teachers and historical positionality: Challenging the construction of the official school knowledge. *Journal of Curriculum and Pedagogy*, 4(1), 178-199.

<sup>vii</sup> Salinas, C., Blevins, B., & Sullivan, C. (2012). Critical historical thinking: When official narratives collide with other narratives. *Multicultural Perspectives*, 14(1), 18-27.