



***My Heritage: Guiding Students On A Path Towards
Self Discovery and Personal History***

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This unit is recommended for:
Latino American Studies

Keywords: 21st century skills, democratization, culture, cultural property, assimilation, symbols, artifacts, heritage, difficult heritage, memory, rights, global themes, immigrant, immigration, intangible heritage, acculturation, mosaic

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: Students will explore their personal history and family trees in a meaningful way that will allow them to connect to their heritage and share it cohesively and coherently with others. Students will begin by exploring a handful of necessary vocabulary words so that they can begin to build their heritage story on a solid foundation that is consistent with their classmates. Students will then navigate between two choice ancestry sites and embark on discovering who their family is and where they come from. The final product from this project will be a family tree students can create either digitally or physically with class supplies I provide them with. We will conclude our unit with students sharing their family stories with one another.

I plan to teach this unit during this year during the 2018-2019 school year for second semester to approximately 25 students in Latino American Studies grades 9-12.

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

Overview

Being a high school Social Studies teacher, I often am asked by my students about the lack of diversity featured in our curriculum. I freely acknowledge the imbalance of white historical figures to their minority counterparts and try to include as many diverse figures as possible but the paucity is a problem I regularly grapple with. When I began my time teaching in Charlotte last year at Garinger High School, I taught an American History course in addition to an African-American Studies course and a Latino American Studies course. I was intimidated by the latter two courses because of the exact problem my students have with the American history course I was far more comfortable with instructing: I did not feel as though I knew enough about either course's content to instruct an entire semester on it. I became an avid PBS enthusiast but more importantly, incredibly motivated to apply to the Charlotte's Teachers Institute (*Insights into Latino Communities of Charlotte Today*). This experience has afforded me the distinct privilege of building relationships with local partners and creating quality content that is current, significant and consequential for the students I instruct. My time as a CTI fellow has encouraged me, challenged me and motivated me to create a more inclusive curriculum that encourages my students to share in their own diversity and the diversity of others. By implementing my CTI unit into my own classes, I hope to mold my students into the storytellers our history books sorely need and encourage other teachers to do the same.

This unit will allow my students to explore their individual heritages, cultural identities and overall contributions to the greater concept of the "United States Identity." While it will be in my Latino American studies course, it will include the broader immigrant perspective as we explore the existential questions of, "who we are" and "where we come from."

School/ Student Demographics

Garinger High School is located in East Charlotte on Eastway Drive. It has the most languages spoken of any public school in Charlotte Mecklenburg School District, with more than 30 spoken languages being at least one of our students' first language. Comprised of approximately 1,875 students, our school's demographics are as follows: 0.4% Native American/Alaskan, 6% Asian, 48% Black, 0.1% Pacific Islander/Hawaiian Native, 40% Hispanic, 3% White, 2% two or more races. Additionally, 100% of our students have access to the free lunch, identifying many as being economically disadvantaged.¹

My classes are fairly reflective of these data points. My first block has 33 students in total- 15 are Hispanic, 14 are Black and 4 are Asian. My second block has 31 students in total- 17 are Hispanic, 11 are Black, 2 are Asian and 1 is White. My fourth block has 33 students in total- 18 are Hispanic, 13 are Black, 1 is Asian and 1 is White. Of my 97 students, 44 are listed as English Language Learners.

Rationale

My classroom's diversity, both culturally, linguistically and otherwise, is exactly why my unit should be made requisite to the Latino Studies curriculum. The data found both in my school and in my class is why I have decided to build my unit and allow my students the opportunity to research their own families and formulate presentations that positively display their own histories.

In today's current climate, I firmly believe it is crucial to learn from the diversity of others in order to better understand our own identity. I wish that courses like African-American Studies and Latino American Studies were made more readily available to students nationwide because marginalized students and white students alike need to be able to accurately identify the contributions made by people from all backgrounds. I also maintain that when a student can see a person who looks like them in the content of their lessons, they gain a more powerful connection to the material. Using these core pedagogical beliefs as the basis of my unit, which instructs students on building their own family tree, seems like the perfect extension of creating that content connection in real time.

This point is proven in the book "Cultural Diversity in Education," where it talks specifically about the achievement gap being bridged with culturally enriching content and how multicultural research can enhance the instruction of educators. Now, more than ever, it is crucial for students to learn about different cultures and gain multicultural perspectives because immigration and human migration is as popular as ever.

"Migration within and across nation-states is a worldwide phenomenon. The movement of peoples across national boundaries is as old as the nation-state itself. However, never before in the history of the world has the movement of diverse racial, ethnic, cultural, linguistic, and religious groups within and across nations been as numerous and rapid or raised such complex and difficult questions about the rights of immigrant and ethnic groups and the extent to which the state should provide them recognition and equal educational opportunities. In 1990, 120 million people were living outside their nation of birth or citizenship. This number grew to 160 million in 2000, and to 214 million in 2010, which was 3.1 percent of the total world's population of seven billion (United Nations Population Division, 2011)."² (Banks, J., p. 19)

Unit Goals

The goals of this unit are to connect the histories of Latino Americans and other immigrant groups taught in units prior to my students' own lives, use personal memories to create more meaning to historical happenings, and validate my students' cultures, backgrounds, languages, and other practices by celebrating each of their unique cultural identities.

For this unit I will begin by introducing key vocabulary words that all students will need to understand in order to finish their projects. These definitions will help create norms that will necessitate mutual understanding and respect as students begin to get personal about their own stories. I will then introduce the idea of family trees, genealogy, and heritage as it relates to tracing one's own family history. After we have evaluated different family trees from two to three different historical figures, we will begin discussions about how family trees relate to

immigrant stories. Once students have a firm understanding of these ideas we will then work to understand an abbreviated history of Charlotte. I will evaluate students' understanding of the history of Charlotte by asking how Charlotte was created and why it was founded. Analyzing their own city and being able to evaluate how it formed will, I think, be a crucial piece in their overall understanding of this unit. Immigrants have been the backbone of America since its inception and I want to display that with positive, honest, and intimate looks at a few key figures in Charlotte's own history. Once I am confident that students are ready to proceed with building their own family trees, we will then begin research on either Ancestry.com or myheritage.com. In the event that students struggle to find their own ancestors on either of these websites, I will encourage them to interview as many relatives as possible to create their own trees. The goal is for students to go back at least three generations and hopefully, for most, that will be enough time to recognize at least one immigrant story.

By this time, all students should not only understand Charlotte's history and have at least three generations of family members fairly well researched, they should also be able to draw parallels between Charlotte's existence and their own. I want students to be able to fit themselves and their family members into moments of history so that the figures in American history no longer seem so unrelatable to them and their contributions so distant. Students will be expected to recognize and explain contributions their own family (and themselves) have had on the fabric of Charlotte society as well as America. In doing so, the idea of the mosaic will really begin to become personified throughout their trees. My goal for this unit is to empower my students and their knowledge of history by teaching them to tell a story of self.

Content Research

Students are largely familiar that North and South America were settled by the Conquistadors beginning with Christopher Columbus in 1492. They seem to become increasingly less familiar and detached from how their own cities and states were settled thereafter. In Latino American Studies we begin surveying the conquest of North America with St. Augustine in 1565.³

My goal throughout the Latino American curriculum is to acquaint my students with the conquest and subsequent immigrant stories that happen throughout American history and the largely uncovered figures that led this and suffered under this process that their regular American history courses fail to adequately cover. However, through this unit, I plan to personalize this process by examining Charlotte independently.

In order to do this most effectively, it is important that students understand the language required to build their own immigration stories. For this reason, I will begin by giving students a comprehensive list of words that are largely, but not limited to, creating, cultivating and understanding individual immigration and cultural identities as they relate to their larger Americanized contexts. Culture, assimilation, symbols, artifacts, heritage, memory, global themes and immigration, will be some of the words we specifically cover at the start of our unit. "We argue that through rhetoric we can begin to theorize and put into practice mechanisms for transforming prevailing heritage vocabularies, encouraging alternate meanings, and innovating new terminologies."⁴ These words will help students not just critically assess issues that come with ideas like "conquest" or even "democratization" but also consider ideas like cultural property and assimilation, as well as intangible heritage. These ideas will enrich not just their own understandings of historical events but will also be key in understanding and critically evaluating their own personal histories.

We will then practice our vocabulary words by researching all about Charlotte's founding. Looking first at the Catawba Indians who originally lived in present day Charlotte, we will briefly begin discussing how life was disrupted after King George III sent settlers to Charlotte, which was named after the King's wife, Charlotte.⁵ The dynamics of this relationship, Native American and foreign settler, is not one unfamiliar to a high school student. However, assessing it academically and using the correct language from our class's growing lexicon, likely could be. Discussing how assimilation and/or heritage loss affected the Catawba Indians in order to build present day Charlotte will help my students see how settlers and immigrants are not entirely dissimilar nor similar, but both significantly contributed to building what is now Charlotte.

This feels like a key point for me to make in my history of Charlotte lesson because currently, the South is undergoing a huge population growth spurt with Latino/a and Hispanic immigrants currently moving to Charlotte in droves. "The Southeast region has emerged the second largest home after the West to Hispanics in the United States with 69 million Hispanics living in 13 states and the District of Columbia. With the exception of Florida, the state with the largest Hispanic population in 1990, the rate of Hispanic population increase across southeastern states between 1990 and 2000 exceeded 100%."⁶ This is a significant quote to analyze as a class, but even more so for so many of my students because they and their families represent a fraction of that number. A large influx of immigrants have been coming to the southeast and that population has contributed in making Charlotte the second largest metropolis in the southeast next to Atlanta.

It is my hope that some students will be able to identify with that population growth personally. Additionally, the trend of "new immigrants" who continue to move to cities like Charlotte since those numbers were measured in 2000, will allow these findings to be even more inclusive of many of my students. Part of a broader project exploring the changing geography of Latino settlement in Charlotte and the surrounding Southern Piedmont region of North Carolina, our focus here is on the role affordable housing plays as a predictor of Hispanic residential concentration. We hypothesize that housing opportunities, especially the quantity and pricing of market rental apartment housing, can help us better understand Hispanic settlement in Charlotte."⁷ This is significant for students to read and see but one in which many will likely subconsciously understand because apart from having good job opportunities, securing housing is the most important way an immigrant and/or immigrant groups can create a sustainable life in any community. I love to share my own stories from living abroad and I know that I first found a teaching job in a local Ethiopian village and then secured housing immediately after. My job allowed me a way to make money and exist in the community but my home made sure that I was a member of the village in a more personal way.

This example of me drawing my own personal parallels is exactly what I want my students to be doing as they read and analyze the data and texts provided during the informational portion of the unit. Students should be able to read texts and relate to texts, particularly in Social Sciences. Sadly, that is not always the case, but it is the sole purpose of this unit. Which is why I find my own personal anecdotes to be of relevance, as it will hopefully teach them to draw similar personal connections as well.

For this reason I chose three specific people's family trees to share with the class. One will be a historical figure, one will be a current governmental leader, and one will be my roommate, Savannah Suarez, whose father immigrated to the US from Spain. My historical example will be Pedro Menedez de Aviles, who is responsible for settling St. Augustine. This

will draw us back to where our course began and refresh my students' memories on a reasonably familiar figure.⁸ (See Appendix 2)

My next figure for family tree will be Sonia Sotomayor, a current Supreme Court Justice for the United States of America.⁹ (See Appendix 3)

My third family tree analyses will be of my roommate, making hopefully a bit more personal and real for my students. She's an average American citizen, working as a teacher at Winterfield Elementary- a feeder school for Garinger- which will show my students that you do not need to have relatives who founded settlements or serve as a justice on the highest court of the land to contribute and impact society in a meaningful way. (See Appendix 4)

Once we have looked at all three family trees, I will instruct my students on how they will begin to construct their own. Their family trees will need more personality than the ones I showed, but the structure will be largely similar. I will help my students set up accounts on Ancestry.com or myheritage.com, where you can trace your lineage back three generations. By setting this up for them, we will then be able to more easily and accurately assemble our trees! I will give students the choice between drawing their trees on poster paper or creating their trees digitally using familyecho.com, which is an online platform specifically designed to draw family trees.

The purpose of this unit does not end with the family tree drawing. Students must relate their own family histories back to either a piece of American history or Charlotte history. Throughout our course, students create a living timeline of Latinos in America. From St. Augustine to present day America, students become increasingly familiar with dates and times and places that happened in US History as it directly relates to Latino and Latina Americans. That allows this final component of the unit to not be as limited as it might seem. If students are struggling to piece their own personal history to dates given in this unit, specifically during the Charlotte portion, than they will most likely be able to on the living timeline. If it is still not plausible I will either add a date or ask the student to consider a meaningful way they parents, aunts, uncles, or other family members are currently contributing to Charlotte society and add that to our present day portion of the living timeline.

Instruction Strategies

Content Objectives

LAS.H.1 Apply historical thinking to understand Latin American societies over time.

- Use primary and secondary sources to interpret various historical perspectives.
- Deconstruct competing historical narratives to determine point of view, perspective, bias, credibility, and authority.

LAS.G.2 Understand the causes and consequences of movement within Latin America and across various regions

- Explain how and why Latin America societies have adapted to, used and modified their environments.

LAS.E.1 Understand the ways in which Latin American societies address opportunities, challenges, and strategies concerning standard of living over time.

- Analyze the economic development of Latin Americans in terms of challenges to standard of living.
- Distinguish the factors that lead to Latin American economic mobility.

Unit Weekly Agenda

Day 1

1. Warm Up-

- a. Write down everything you know about the word “culture” for 3 minutes. Do not stop writing. You may draw, illustrate, make bullet points, or draft sentences and definitions, but you must write for 3 straight minutes about what you think culture is. Does not need to be in English.
- b. I will then walk around and briefly check in with a student by either writing a check or not, demonstrating the student is on task
- c. I will choose at least two student examples to show on the docu-cam for our class to go over and open discussion

2. Vocabulary Introduction

- a. I will then give students the definition for culture that I want them all to write in their notebooks on our unit vocabulary sheet so that we are all on the same page.
- b. We will continue to do this for all of our vocabulary words. (See Appendix 5)
 1. Culture- Beliefs, customs, and rituals shared by a common group of people
 2. Identity- Qualities and attitudes that a person or people claim
 3. Heritage- Traditional beliefs, values, or customs shared by a family, country, or society
 4. Genealogy- Description of a person’s familial connections
 5. Family Tree- A drawing that depicts a person’s and their family’s genealogical history
 6. Assimilation- The process of understanding and using new ideas to gain acceptance in a new environment

7. Immigration- The process of entering a new country with the intention to permanently live there
 8. Artifacts- Symbolic object from the past
 9. Memories- Remembering people, places, and past events with attached emotion
 10. Global Themes- Main or central idea that is universally understood or recognized
 11. Symbols- A picture or shape with a specific meaning¹⁰
- c. I will then have students compare and contrast a number of these words using a chart I provide them (See Appendix 6)
 - d. Students will practice understanding what specifically makes one word different from another, while also analyzing how those words share similarities that can help describe a single identity. Students may complete this task with their tablemates.
 - i. Culture v. Identity
 - ii. Memory v. Artifacts
 - iii. Assimilation v. Democratization
 - iv. Global Themes v. Symbols
 - v. Genealogy v. Heritage
3. After this task is completed, we will come back together as a class and I will have each table group share one specific compare and contrast chart with the class using the docucam.
 - a. For example: table one will present chart i. Table 2 will present chart ii. Etc.
 4. We will then write poems using each of the words as it relates to ourselves. I will give each table group 3 words to look over and create acrostic poems that are relevant to the definition and demonstrate a key understanding of the students' knowledge of each word.
 5. Once students have finished writing their poem, they will draw a small illustration at the bottom of their work to help capture the essence of the poem.
 6. Students will then share their poems with their classmates in an informal discussion as a class.

Day 2

1. Warm Up- Pictionary! Draw a small picture depicting four of your vocabulary words that works to define the word in a cohesive way.
 - a. I will then walk around and briefly check in with a student by either writing a check or not, demonstrating the student is on task
 - b. I will choose at least two student examples to show on the docu-cam for our class to go over and open discussion
2. I will task students to open their notebooks to our vocabulary notes page. Students will then pass around a cup with a number that corresponds to one of the vocabulary words. Once every student has been assigned a word, I will ask that they create a choice project surrounding their word.

- a. Every student will create a half sheet with the word colorfully displayed and the English definition beneath it. They may also write the translated definition below the word if they choose.
 - b. They may then choose to create either a playlist with at least 10 songs relating to the word and a one sentence explanation for each song, create a small children's booklet that explains the meaning of the word, or create a biopoem.
 - c. Once students have finished, they will first show me their work and I will check them off as having finished their (informal) project. I will then have them add the next addition of notes to their notebook and give them the notes for the day.
 - d. Students have 40 minutes to create their miniprojects
3. We will then work to create a mosaic that is indicative of each student's cultural identity. The sheet students will create this on, will be pieces that fit together once completed.
 4. This will serve as a constant remind of the importance of individuality and personal cultural identities while also showing how each of us fits into the greater hole. I really like this analogy and find it pertinent to the unit.
 5. Exit Ticket- In 3-5 sentences, explain how immigration can have impact on one's own identity. Consider the mosaic and how every identity contributes to the picture, but the picture can change and reshape over time.

Day 3

1. Warm Up- In 3-5 sentences, tell me if you agree with the idea of America being a "mosaic." Be sure to support your answer with evidence. Try to personalize your answer by explaining how you personally fit into America's "mosaic."
 - a. I will then walk around and briefly check in with a student by either writing a check or not, demonstrating the student is on task
 - b. I will choose at least two student examples to show on the docu-cam for our class to go over and open discussion
2. After we review warm ups, I will pass out notes for the day and students will take notes on the history of Charlotte. (Appendix 7)
3. Students will make timeline tiles and add the history of Charlotte dates to our living timeline (Appendix 8)
 - a. Students will then pass around a cup with a number which corresponds to each date necessary to add to the timeline
 - b. Every timeline tile needs to have a date at the top, the title of the event, a brief description of what occurred and a picture illustrating what happened
4. We will then have a walk and talk activity. This means that I put discussion questions on each table and students will move as table groups from table to table writing responses to what the questions are asking. (Appendix 9)
5. Students will have 2 minutes at each table question. Each table question will require them to relate a piece of Charlotte history to one of our vocabulary words or about our vocabulary words in general as it relates to them.

6. If time permits, I will allow students time to play vocabulary matching. This game has students turn cards at random face down. They must then match a term with a definition to win a set. They must rely on their memory in the event that they don't pull a match so that in the future they can remember the term or definition if necessary.
7. Exit Ticket- Students will be asked to answer the following question: "What questions does culture teach you about yourself or your life. Please respond in no less than 4 sentences."

Day 4

1. Warm Up- I will ask students to define the word "family." What makes a group of people a family? Students may respond in English or their first language.
 - a. I will then walk around and briefly check in with a student by either writing a check or not, demonstrating the student is on task
 - b. I will choose at least two student examples to show on the docu-cam for our class to go over and open discussion
2. I will remind students about the idea of genealogy and how we inherit certain things from our parents, their parents, etc.
3. We will then watch a TED Talk about the importance of keeping autobiographies and how they can inspire our own lives and others¹¹
4. Notes- I will give students blank out outlines of three family tree maps. We will go over the family tree of Pedro Menedez de Aviles, Sonia Sotomayor, and Savannah Suarez. I will add pictures to the slides to make them more interesting and personal and explain the importance of knowing ones own personal history.
5. Discussion- We will then have a class discussion about whether or not students think it is important to know their own personal histories and why.
6. I will then have students go get Chromebooks. I will have them set up accounts on myancestry.com and myheritage.com, so that they have the option to do either. I anticipate this activity being a bit time consuming because I've had students make accounts on other websites and its usually a bit of a process.
7. If time permits I will pass out a blank map for them to begin filling out. The minimum requirement I want students to hit is 3 generations. So students will be expected to complete their family history map from themselves, their parents, their grandparents, and their great grandparents. (Appendix 10)
8. Exit Ticket- I will ask students to tell me what important details about their families they want included in the project. I will evaluate their answers and if necessary add their ideas into the overall rubric for their formal assessment.

Day 5

1. Warm Up- I will ask students to answer this question: What are you most excited to learn about through your own personal research? Students may respond in English or their first language.
 - a. I will then walk around and briefly check in with a student by either writing a check or not, demonstrating the student is on task
 - b. I will choose at least two student examples to show on the docu-cam for our class to go over and open discussion
2. Go over Rubric for the project (Appendix 11)
3. Rubric Quiz (can use rubric/checklist to take the quiz) (Appendix 12)
4. I will collect the quizzes and have students get chromebooks.
5. Before students go back to ancestry.com or myheritage.com, we will go to familyecho.com
6. I will demonstrate how to use the website to digitally draw your family tree. If students do not want to draw their family tree, I will provide them with posterboard.
7. It is my expectation that students are able to finish this portion of the project by the end of the class day because we should have started yesterday. In the event that students do finish, I will begin holding small groups and helping students construct good interview questions. I love having my students interview each other and I want to make sure they are carefully crafting questions that will be respectful and reasonable.
8. Exit Ticket: Make your own to-do list to complete this project within the next 2 class periods.

Day 6

1. Warm Up- Students will relate 3 of their vocabulary words to the Family Tree project. I want them to write, in at least 1 sentence per vocabulary word, why the word is relevant to the project.
2. Passback to-do lists
3. I will have a slide presentation on my projector helping students go in order of what should be completed.
 - a. By the end of class today every student should have completed the following:
 - i. Family tree outline
 - ii. 8 interview questions
 - iii. Decided which historical event that are going to relate to their family
 - iv. Considered the 2 family members who positively contributed to society*****EASIEST IF DONE IN THIS ORDER*****
4. Exit ticket- What is left to complete on your project? How will you complete this task by tomorrow?

Day 7

1. Warm Up- What is one thing Ms. Holmes can help you with to complete this project to the best of your ability?
 - a. I will be holding mini conferences with students going over their final pieces of the project and seeing how we can improve it to make it as strong as possible for the presentation tomorrow.
 - b. Students may also practice their presentation with me during this time if they choose.
2. Finish project within the next 45 minutes of class
 - a. This is when the mini conferences will be simultaneously occurring
3. Once you have finished, you may practice your presentation either individually or with a partner
4. At the end of the 45 minute mark, students will be assigned a partner to interview. The partners will be on the board. Students may sit anywhere in the classroom or right outside in the hall to conduct their interviews. As they interview one another, they should be taking notes of what is said.
5. Once interviews have concluded (I'll allow for 20 minutes), students will come back to class and formally construct their interview notes using a outline I will have in our Google Classroom folder.
6. If time allows we will play our matching vocabulary game.
7. Exit Ticket- Write down 3 important things for you to include in your presentations tomorrow.

Day 8

1. Warm Up- Grab a snack and juice box
2. For 15 minutes, each student will practice their presentation with their tablemates. They may practice in the language they are most comfortable with, but the formal presentation must be done in English.
3. We will alphabetically present.
4. I would like each students presentation to be anywhere from 2-3 minutes ideally with 1-2 questions from their classmates.
5. After students have completed their presentations, I will ask them to self-assess their project and explain why they think they should grade "X."
6. If time allows students can play the vocabulary matching game or complete any missing assignments from the unit.

Appendix 1: Teaching Standards

Content Objectives

LAS.H.1 Apply historical thinking to understand Latin American societies over time.

- Use primary and secondary sources to interpret various historical perspectives.
- Deconstruct competing historical narratives to determine point of view, perspective, bias, credibility, and authority.

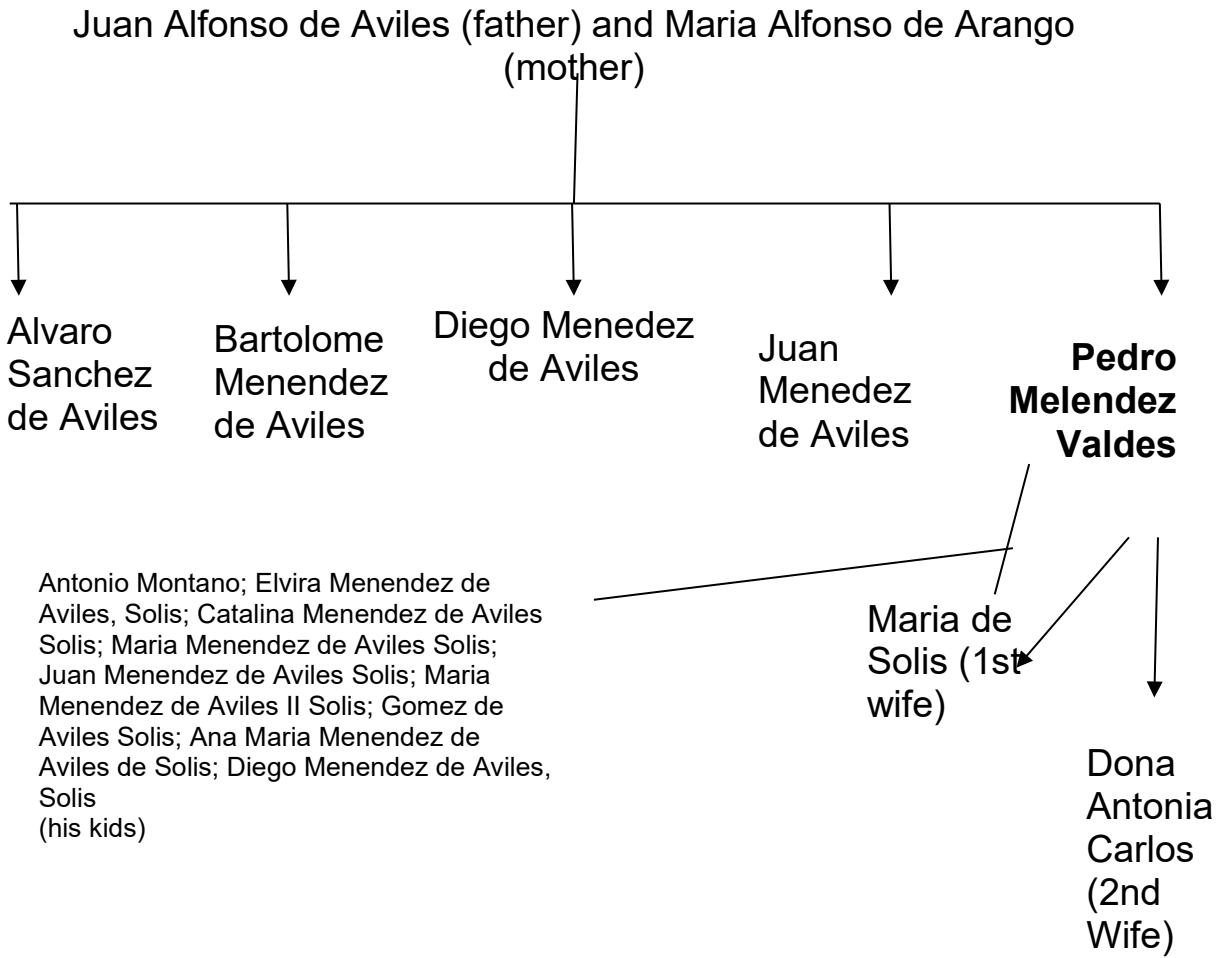
LAS.G.2 Understand the causes and consequences of movement within Latin America and across various regions.

- Explain how and why Latin America societies have adapted to, used and modified their environments.

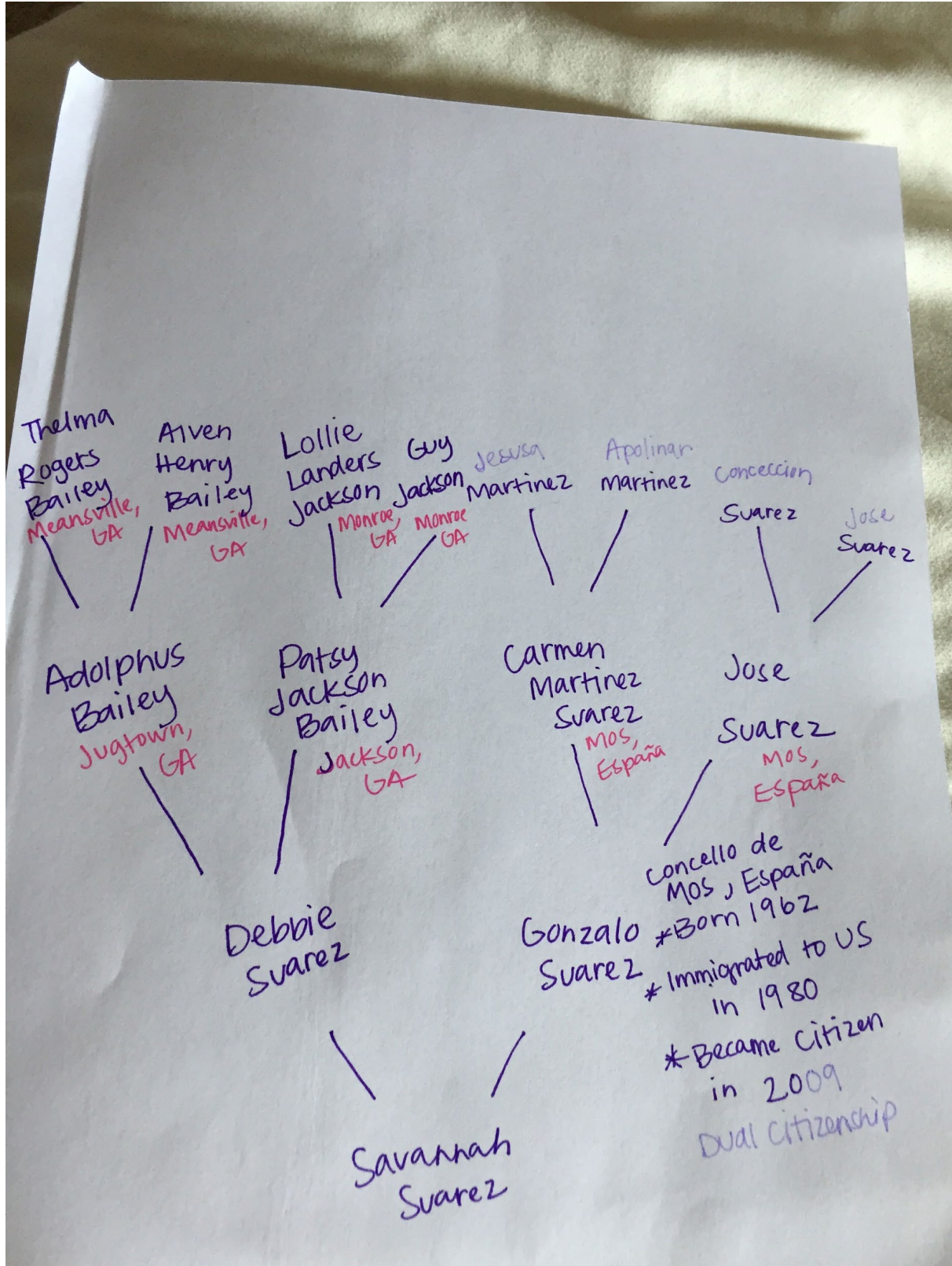
LAS.E.1 Understand the ways in which Latin American societies address opportunities, challenges, and strategies concerning standard of living over time.

- Analyze the economic development of Latin Americans in terms of challenges to standard of living.
- Distinguish the factors that lead to Latin American economic mobility.

Appendix 2



Appendix 4



Appendix 5

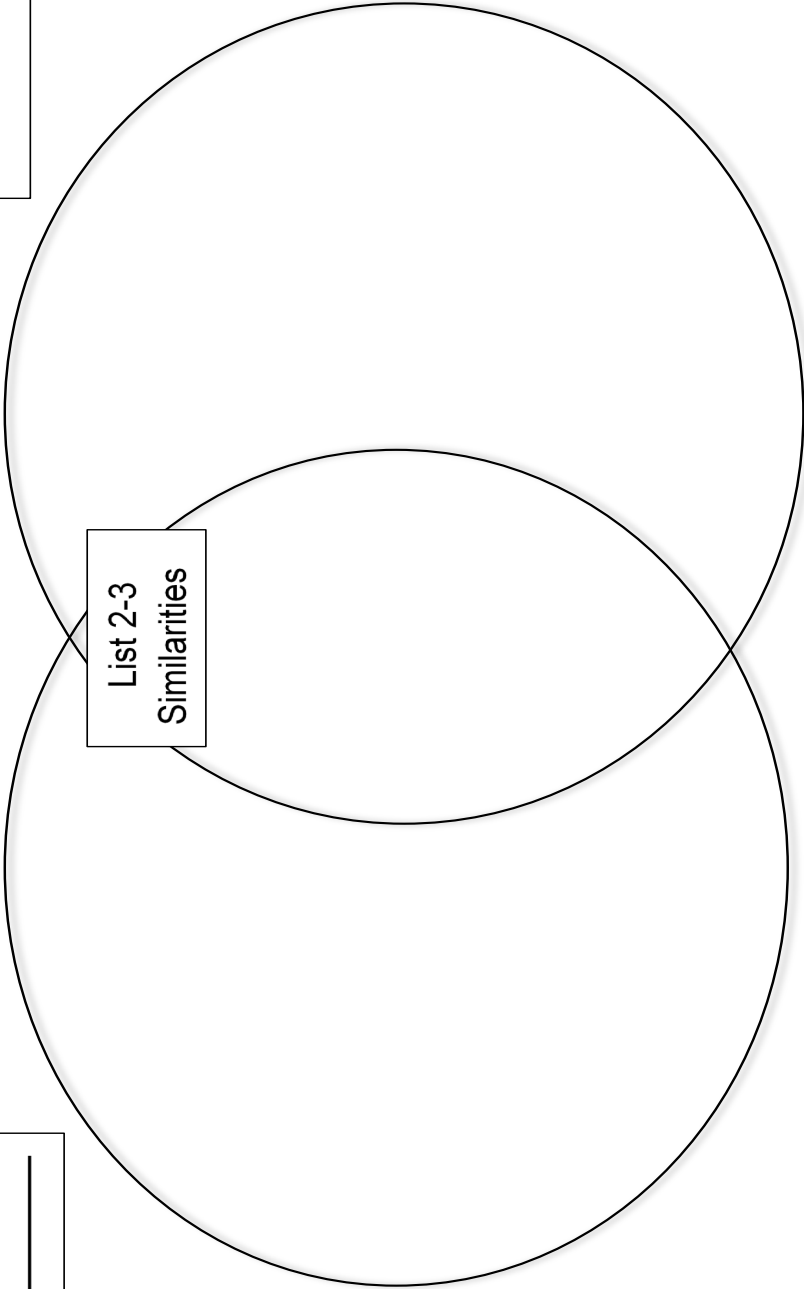
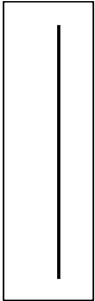
(Student Copy)

Vocabulary	Definition	Visual Illustration
Culture		
Identity		
Heritage		
Genealogy		
Family Tree		
Assimilation		
Immigration		
Artifacts		
Memories		
Global Themes		
Symbols		

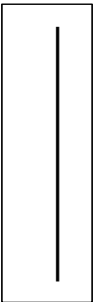
(Answer Key)

Vocabulary	Definition	Visual Illustration
Culture	Beliefs, customs, and rituals shared by a common group of people	
Identity	Qualities and attitudes that a person or people claim	
Heritage	Traditional beliefs, values, or customs shared by a family, country, or society	
Genealogy	Description of a person's familial connections	
Family Tree	A drawing that depicts a person's and their family's genealogical history	
Assimilation	The process of understanding and using new ideas to gain acceptance in a new environment	
Immigration	The process of entering a new country with the intention to permanently live there	
Artifacts	Symbolic object from the past	
Memories	Remembering people, places, and past events with attached emotion	
Global Themes	Main or central idea that is universally understood or recognized	
Symbol	Picture, object, or shape with specific and emotional meaning	

Appendix 6



List 2-3
Similarities



Appendix 7

Who lived in Charlotte before settlers arrived? Explain how their lives were disrupted.	
Describe the gradual change of Charlotte from when it was settled to what it has become today.	
List some key people involved in Charlotte's history.	
Describe Charlotte today.	
Write down the most interesting fact you learned today.	
Describe the differences and similarities of a "settler" and an "immigrant"	

Appendix 8

<p>Title of the Event</p> <p>Date</p> <p>Illustration</p>

Appendix 9

1. Which colonial event in Charlotte do you think is the most impactful? Explain why.
2. How is Charlotte changing demographically as time progresses? Do you see that change reflected in your daily life? If so, how?
3. Name one-way immigrant stories have affected Charlotte's history.
4. What is one event/person/idea you want to know more about when it comes to the history of Charlotte?
5. If you were to teach someone about the history of Charlotte, what is the most important idea/theme/or message you would most want to convey? Explain your reasoning.

Appendix 10

My great-great grand parents are...	(maternal)
	(paternal)
My great grandparents are...	(maternal)
	(paternal)
My grandparents are...	(maternal)
	(paternal)
My aunts and uncles are...	(maternal)
	(paternal)
My parents are...	
My siblings are...	

Appendix 11

	4. Distinguished	3. Proficient	2. Apprentice	0. Novice
Content-Amount of Information: Topic and length	Family was represented, to the best of the student's ability, with 3 generations before them clearly outlined.	Family was mostly represented, to the best of the student's ability, with most of the 3 generations before them outlined.	Some of the students family was represented, to the best of the student's ability, with some of the generations before them outlined.	None of the students family was represented, to the best of the student's ability, with no family members outlined.
Design-Layout and Organization: Organized and easy to read	Family tree was well organized with peoples names and relationships listed. Pictures that could be provided were provided and were neatly organized.	Family tree was organized with most of the peoples names and relationships listed. Pictures that could be provided were provided.	Family tree was somewhat organized with some of the peoples names and relationships listed. Pictures were not provided.	Family tree was unorganized with some of the peoples names and relationships listed. Pictures were not provided.
Research-Interviewing: Used proper interviewing techniques	Interviewer was prepared with questions and follow-up questions. Every question was related to the project. Notes and/or recording of interview were complete and documented. Interviewer thanked the person(s) being interviewed.	All questions prepared in advance. No more than one or two questions were unrelated to the topic. Notes and/or recording of interview were complete. Interviewer thanked the person(s) being interviewed.	Some questions prepared in advance. Some questions were unrelated to the topic. Notes and/or recording of interview were incomplete or unclear. Interviewer did not thank the person(s) being interviewed.	No questions were prepared in advance. Questions did not address the topic. Did not record interview responses using notes, tape recorder, or video tape. Interviewer did not thank the person(s) being interviewed.

<p>Research-Overview: Quantity, quality, and documentation</p>	<p>Included reliable information that linked their family to at least one notable time of American history. Students were also able to sufficiently explain how two specific family members have positively contributed to society.</p>	<p>Included information that linked their family to at least one notable time of American history. Students were also able to explain how one specific family member positively contributed to society.</p>	<p>Included minimal information that possibly linked their family to at least one notable time of American history. Students were unable to sufficiently explain how any specific family members may have positively contributed to society.</p>	<p>No information given.</p>
<p>Oral Presentation Overview: Eye contact, voice, and appearance</p>	<p>Used eye contact that moved among the audience. Confident, expressive, and knew content well. Had good posture, was mobile, and used gestures and facial expressions to make their point.</p>	<p>Often made eye contact. Voice was steady and clear. Used appropriate facial expressions and gestures. Knew content well. Had good posture.</p>	<p>Made no eye contact. Used low, soft, or monotone voice. Read from a script. Posture was slouched.</p>	<p>Refused to present.</p>

Appendix 12

1. How many generations must you trace?
2. How many family pictures should you provide?
3. How can you be most successful during your presentation?
4. How can you get the most amount of points for your interview portion of the tree?
5. As you complete each portion of the project, what should you do?
6. How many historical periods/events should you relate to your family?
7. How many family members should you consider and explain their positive impact on society?
8. True/False: If you are unable to complete the family tree by at least 3 generations, you should tell Ms. Holmes it is not possible for you.
9. True/False: If you need help preparing, you **SHOULD ASK MS HOLMES FOR HELP!**

Appendix 13

Classroom Materials:

- Construction Paper
- Copy Paper
- Index Cards
- Notebooks
- Scissors
- Chromebooks
- Projector
- Markers
- Glue
- Pencil
- 25' x 30' paper

Appendix 14

Student Resources

Websites:

[Youtube.com](https://www.youtube.com)

Allows students to look and watch people tell and present their own autobiographies.

[Myheritage.com](https://www.myheritage.com)

Allows students to research their own personal family trees.

[Ancestry.com](https://www.ancestry.com)

Allows students to research their own personal family trees.

[Longmansdictionary.com](https://www.longmansdictionary.com)

Allows students to research vocabulary words in both English and Spanish.

Notes

¹ (US News and World Report 2018)

² (Cultural Diversity and Education. New York: Routledge.)

³ (Reader's Digest 2018.)

⁴ (Heritage Keywords: Rhetoric and Redescription in Cultural Heritage. 2015.)

⁵ (United States History. Accessed October 19, 2018.)

⁶ (*Southeastern Geographer* 44, no. 2 (2004).

⁷ (*Southeastern Geographer* 44, no. 2 (2004).

⁸ ("Pedro Menéndez De Avilés." Geni_family_tree. 2018.)

⁹ ("Who Is Sonia Sotomayor? Everything You Need to Know." 2018.)

¹⁰ (Longman's Dictionary. 2018.)

¹¹ (TED X Hampshire College. 2018.)

Annotated Bibliography

Pat, and Chuck Blackley. "The Fascinating History Behind St. Augustine, Florida." Reader's Digest. February 03, 2018. Accessed October 19, 2018.

<https://www.rd.com/advice/travel/st-augustine-florida-oldest-city/>.

This article outlines the founding of the oldest city in the United States, St. Augustine, Florida.

Smith, Heather Anne and Furseth, Owen J. "Housing, Hispanics and Transitioning Geographies in Charlotte, North Carolina." *Southeastern Geographer* 44, no. 2 (2004): 216-35.

<http://www.jstor.org/stable/26222148>.

This article discusses ideas like "new immigrants" and the influx of the immigration population Charlotte has seen in the last twenty years.

Banks, J. (2016). *Cultural Diversity and Education*. New York: Routledge.

This book discusses the importance of having diversity in curriculum and how it enriches content understanding for students.

Samuels, Kathryn Lafrenz, and Trinidad Rico. *Heritage Keywords: Rhetoric and Redescription in Cultural Heritage*. Boulder, CO: University Press of Colorado, 2015.

This book discusses the different words, meanings, and definitions necessary when understanding one's heritage and cultural identity.

"The Student Body at Garinger High in Charlotte, NC." U.S. News & World Report. Accessed September 19, 2018. <https://www.usnews.com/education/best-high-schools/north-carolina/districts/charlotte-mecklenburg-schools/garinger-high-144883/student-body>.

This website outlines the demographics of Garinger High School.

MacArthur, Douglas. "United States History." United States History. Accessed October 19, 2018. <https://www.u-s-history.com/pages/h3876.html>.

This website outlines the history of the United States, specifically colonial Charlotte, North Carolina.

"Pedro Menéndez De Avilés." *Geni_family_tree*. May 24, 2018. Accessed September 19, 2018.

<https://www.geni.com/people/Pedro-Menéndez-de-Avilés/6000000003493188386>.

This website outlines the family tree of Pedro Menedez De Aviles who is credited for founding St. Augustine, Florida.

"Who Is Sonia Sotomayor? Everything You Need to Know." *Childhood, Life Achievements & Timeline*. Accessed September 19, 2018. <https://www.thefamouspeople.com/profiles/sonia-sotomayor-12781.php>.

This website outlines the personal life of Sonia Sotomayor, which helped me create her family tree.

"Longman Dictionary of Contemporary English Online." Stylized | Definition from the Visual Topic | Visual. Accessed November 19, 2018. <https://www.ldoceonline.com/>.
This website is an excellent resource that provides simple, user friendly definitions for new vocabulary words in both English and Spanish.

Schools, North Carolina Public. "North Carolina Standard Course of Study in Latino American Studies" 2018. <http://www.ncpublicschools.org/curriculum/socialstudies/scos/#social>
(Accessed September 17, 2018) Publication by North Carolina Department of Education
This website lists all the standards necessary in completing this unit.

Branner, Djola. "The Power of Autobiography." TED X Hampshire College, Hampshire College, Amherst, Massachusetts, September 19, 2018.
This TED Talk discusses the importance of understanding oneself, finding people who look like reflected in your schools, TVs, etc. and also learning to tell your own personal narrative.