



***Mi ciudad latina:
Building Bridges to Local Language Communities
in the World Languages Classroom***

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Independence High School

This curriculum unit is recommended for:
Spanish I & II, grades 9-12

Keywords: Spanish, World Languages, immigration, geography

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

Synopsis: Students of Spanish will learn about Latino life in their own community in a series of lessons aligned with topics in most Spanish II curricula. A carefully crafted series of mini-lessons, interviews, video experiences, projects and excursions will place an emphasis on learning about speakers of the language students are learning right in their own immediate community, rather than abroad or in the United States generally.

I plan to teach this unit during the coming year to 100 students in Spanish II.

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

Many Spanish textbooks contain beautiful pictures of the lost “city” of Machu Picchu in Peru. I am not crazy about them. For sure, it is beautiful. It *should* be, because it was not really a city at all, but rather a mountain resort getaway for the highest elite among the Inca. That is, an elite among the elite, because the Inca represented only .15% of the population of the vast Inca Empire. The Inca civilization takes its name from the overlords who ruled over it, not the people who tilled the fields and did the actual work.¹ When my students ask, “Wow! How did the Inca get all those great big rocks up the mountain?” my short answer is, “Clubs and spears.” The textbook, of course, does not tell any of this. The Inca were mean. There are *so* many kind and wonderful people from target cultures just waiting to meet my students right here in their own town, their own neighborhoods, and their own school.

The *other* reason I am not so crazy about Machu Picchu is that most of my students cannot—or think they cannot—afford to go there. I do not do a travelogue-style lesson without doing an exercise in which students calculate the cost of visiting a place. I find it important that the students determine that with planning and saving the trip would someday be within their grasp. Most of my students come from median- to well below median-income backgrounds, and many live with food, transit, or housing instability or all three. They cannot picture themselves ever buying a plane ticket to Peru and hanging out with happy backpackers from Denmark or Australia. Lessons like this are highly demotivating to many of the students I teach.

The long and the short of it is this: a lot of the culture presented in Spanish textbooks represents the culture of long-vanished reprehensible elites repackaged and repurposed for the enjoyment of *our* elites. It is simply not representative of daily life in Spanish-speaking countries, and it imbues language learning with the sense that the purpose of it is to get away to exotic places. Meanwhile, students have vibrant Spanish-speaking communities they can access right in their own city, their own neighborhoods, even their own schools.

Some of my students will visit Machu Picchu, certainly. What is a more reachable short-term goal, though: persuading students save up for a trip to South America while they work to help mom with the rent, or persuading students to stop a store or restaurant they drive past every day anyway to check it out and have a conversation with the clerk?

Rationale: Exploring Target Cultures in the Local Community

It is important to look at why, exactly, students study languages in school and how their channels for immersion in target cultures developed. Language study in United States schools, and the foreign exchange study programs our language study feed into, developed at very specific times for specific reasons.

A Look at Study Abroad

Indiana University first began sending students overseas in the 1870s. The nation's first formal university study abroad program for undergraduates was pioneered by the University of Delaware in 1920 with a program at the Sorbonne. The goal of the program was to promote peace and understanding between and among the United States and European nations in the wake of the First World War. During World War II, universities suspended study abroad programs due to the hostilities. After World War II, during the Cold War, programs promoted the United States' proactive engagement with the world as a counterbalance to Soviet and Chinese influence.²

Students who study abroad reap undeniable benefits. Subjectively, they self-report greater self-confidence, resilience, openness, and tolerance for ambiguity. Empirically, they earn more than their peers earn and have a smoother path to advanced study. Recent graduates who have studied abroad during their undergraduate years make on average roughly \$6,000 more than their peers and are dramatically more likely to win admission at their first or second choice of graduate or professional school.³ Benefits of study abroad are not evenly distributed. Ten percent of United States college graduates complete their studies with some study abroad experience, but of this ten percent, 71% are white. Only 9.7% of U.S. university graduates with international study experience are Hispanic/Latino/a and only 5.9% are black.⁴

I think it is worthwhile to interrogate these statistics. Are they revealing the actual benefits of study abroad, or do they reveal the role study abroad plays as a class marker in United States educational and business culture? For example, youth lacrosse costs families on average nearly eight thousand dollars a year, and often upwards of twice that.⁵ Certainly, playing lacrosse is an enrichment activity that self-selects for the most affluent students. If we did a similar study of the career and educational outcomes for college graduates who played lacrosse, would we see similar outcomes to the outcomes for students who studied abroad? In other words, do the excellent outcomes for students who study abroad show us that it's great to study abroad, or do they just show us that it's great to be rich?

I am not knocking study abroad in this unit. I had a wonderful time with study abroad and I do not doubt that travel and immersive study of other cultures do confer benefits beyond serving as a class marker. I think a few questions are important: can we give students the benefit of cultural immersion without the expense of travel? Can local experiences with other cultures open students and parents who would not otherwise have

considered travel and study abroad to the possibility? I think the answer in both cases is yes.

Lastly, in terms of promoting locally based opportunities for immersive cultural experiences before study abroad, we need to come full circle and look back at the origins of the study abroad movement. In the 1920s when study abroad programs first flourished, the focus was on building *international* understanding. Across the United States, the need we face increasingly is for building understanding within our own communities and among our own students. Study abroad is a worthy goal fueled by lofty aspirations, but it does not address all community needs and will not be reachable for nearly as many as community-based immersive experiences.

Background and Educational Setting

In 1990, less than 1% of Charlotte's population was foreign-born. The 1990s saw the beginnings of hyper-growth in immigrant and, by extension, Latino populations. During the 1990s, Charlotte rose to the number four city in the country in terms of growth of the Latino population. From 2000-2013 Charlotte was the number one city in the country in terms of growth of Latino population. Currently, the population of Charlotte is 14% foreign-born. Of course, the Latino population in Charlotte overlaps significantly with the foreign-born population but in no way is synonymous with it. The foreign-born population in Charlotte is about half Latino; the biggest group of newcomers now are those arriving from Burma, Nepal, and Bhutan. Naturally, an increasing segment of the Latino population is US-born and not immigrant at all. Latinos in Charlotte are about on third Mexican, two-thirds everything else, with heavy representation from Central America, especially Honduras.

Charlotte has not established cohesive immigrant ethnic enclaves, but some areas of Charlotte are more heavily foreign-born than other areas. Most of the Ballantyne area is 10% foreign-born. The wedge of Charlotte south of Tyvola Road between I-77 and South Boulevard is 30%-50% foreign-born.⁶

As mentioned above, Charlotte has not formed cohesive ethnic enclave neighborhoods. The reasons for this may indeed be that formation of ethnic enclave neighborhoods was never necessarily inevitable or natural. In the 1920s, an "invasion and succession" model of immigrant settlement became popular in US social science circles. Scholars believed that immigrants behaved in neighborhoods the same way that invasive plant species behaved in a landscape, crowding out native species and ultimately taking over. A direct result of the popularization of such notions were the guidelines put forth by the Federal Housing Administration protecting established neighborhoods from incursions of newcomers that would upset the existing ethnic and social balance. This laid the underpinnings of residential segregation in the United States, segregation not only by race by culture and income as well. Immigrant populations in Charlotte grew up after the welcome expiration of such housing policies, and hence do not reflect the older enclave patterns long thought to be a natural pattern.⁷ The Fair Housing Act of 1968 and the Community Reinvestment Act of 1977 prohibited exclusionary housing policies based on race, and while they did not mark an overnight end to housing inequity, they did change the landscape of immigrant settlement.⁸

Independence High School is a large urban high school with an enrollment just over 2,200 students and approximately 125 full-time teachers. The school sits on the boundary between urban Charlotte and the community of Mint Hill, also in Mecklenburg County, a traditionally working class community with rural roots.

The majority of the students come from less-represented communities. White students are the largest group (36.7%), about even with Black students (32.5%) and Hispanic students make up nearly a quarter (22.1 %.) We have a growing cohort of Asian students, largely refugees from Burma, Bhutan, Nepal, and Vietnam. A majority of the students (55.3%) receive free or reduced lunch.

In academic terms, the school is in the middle of the pack among Charlotte high schools, twelfth out of 25--but ranks ahead of 65.5% of the high schools in the state.⁹ The school has a construction and engineering magnet, oriented towards vocational training; a medical and health sciences magnet is supplanting an international studies magnet program. We have some relatively affluent students and many who experience grinding poverty, but the school as a whole is relatively prosperous by comparison with the highest needs schools.

Latino culture and community is an experience within the reach of all my students, and I hope in my unit to bring Charlotte's Latino community to them and to bring them into Latino Charlotte. I envision a unit for intermediate learners of Spanish in which students would experience art of Latin America through a visit to the Mint Museum and culture through a visit to one of Charlotte's many Latino festivals. For our unit on work and the workplace, I would like them to experience the testimony of people who use Spanish in their work in Charlotte and perhaps collect oral histories from some of the Central American steelworkers who built the Charlotte skyline and later settled here with their families. As a culminating project, I would like to see my students create something that can be shared digitally with a wider community of educators and learners—a video culinary travelogue of Latino Charlotte, perhaps, or an interactive digital map of places of interest.

Instructional Implementation

Getting Ready for a Special Event: Weddings and *Quinceañeras*

In the thematic unit dealing with reflexive verbs for grooming and vocabulary for clothing and toiletries, students will visit a traditional boutique catering to the Spanish-speaking community for wedding and quinceañera apparel. Students will tour the store and will have the opportunity to photograph clothing and accessories.

Student Activity: Gira virtual

Students will upload and share their own photos and reflections from the tour to a class Instagram or other social media page with comments in Spanish. Students may also submit video and audio in Spanish to share with the community. I strongly recommend that the classroom teacher be the sole administrator of the chosen social media

platform page! The potential for pitfalls with multiple students curating a page is simply too great.

Student Activity: Virtual Story Book--Me preparo

For this assignment, students will create a digital storybook with photos and narration about a young person preparing for a wedding, *quinceañera* or other special event. Students will be encouraged to use their own photographs taken from the class excursion but will be allowed to supplement with other images taken by themselves or taken from digital sources under fair use for educational purposes.

In seven to eight slides, the storybook takes the young person through the steps of preparing for a special event. At some point, there is a problem--every story requires conflict. What is the problem? How is it resolved? Students will embed an audio file of their own narration of the story along with the written text. One suggestion to foster student investment and participation in this activity would be a story contest. One option is to submit stories to juried competition and turn the winning entries into an actual hard copy book for donation to a local school.

Places Around Town: Charlotte Murals

The muralist tradition in the United States is largely a Mexican import. During the Great Depression artists of the Works Progress Administration painted murals in schools and public buildings all across the country. The aesthetics, artistic conventions, and political leanings of the Mexican muralists, especially Diego Rivera, heavily influenced the artists of the WPA.¹⁰ Therefore, when we share murals and the muralist tradition in our own community, we are sharing a Mexican cultural contribution even when the artists themselves are not Mexican.

Charlotte, North Carolina has a burgeoning mural and street art scene with a number of in-demand artists on their way to becoming household names. One locus of the street art scene happens to be Central Avenue, also a commercial and cultural center for Charlotte's immigrant communities. Local guides to the Charlotte mural scene include a [do-it-yourself walking tour](#) published by the Charlotte Observer and [a carefully curated gallery on Facebook](#).¹¹¹²

Among the prominent muralists in Charlotte is [Rosalia Torres-Weiner](#), a local artist originally from Mexico. Her work has achieved regional and national recognition and it featured in the collection of the Smithsonian Anacostia Museum. Originally a commercial artist, she now sees herself as an art activist, using art as a medium for social critique.¹³

Student Activity: Walking Tour (Interpretive Listening and Reading)

In this activity, we will take an activity bus to Central Avenue or Camp North End for a walking tour of prominent murals. I will give all directions and instructions in Spanish. We may choose to culminate our trip with a visit to one of Central Avenue's many Latin restaurants and eateries or one of Camp North End's delightful food trucks, depending on the day and the season.

Student Activity: Artist Panel (Culture/Communities)

We will invite local artists, especially street artists, to talk about muralism and street art as a vehicle for cultural representation and the celebration of diversity. Artists may visit the school directly or participate virtually using technology. The event will be coordinated with the Art department at our school so that students of the visual arts may benefit as well.

Student Activity: Gira virtual de los murales de Charlotte (Writing/Communities)

Students from all classes will compile their contributed images of murals from their own explorations around the Charlotte areas and from their class' field trip to tour local murals. Students will set up a class Instagram or other social media page featuring a compiled virtual tour of Charlotte murals from young people's perspectives with commentary and description in Spanish.

Student Activity: Gira de los murales de Central Avenue

Students will select three to four of their own favorite murals from the Central Avenue excursion and will give written and audio directions in Spanish from a starting point to each of the murals. Students willing to participate in an online collaboration may share these mini do-it-yourself walking tours digitally.

Buen provecho: Sharing the Joy of Food

Almost every novice-level Spanish class has a unit on foods and dining. A very common project for students to do is to use informal affirmative and negative commands to narrate a cooking video. These projects can be fun and rewarding for students and often yield entertaining or informative results.

However, these projects often erect hurdles for less-advantaged students. Not every student has a kitchen, let alone an attractive kitchen she or he would want to share with classmates in a video. Not everyone has transportation to another student's home to work on a project, or can guarantee supervision, or has a parent comfortable with a child visiting the home of an unknown classmate.

In this section, I wish to take this common project and adapt it to make it more accessible to all learners. Students will visit a typical grocery catering to Spanish speakers and will have the opportunity to cook with classmates in a supervised school setting.

Student Activity: Vamos de compras

In this treasure hunt activity, students will visit a typical grocery store catering to Spanish-language clientele. I will place students in pairs and will give each pair a recipe. Each team with a given recipe will be competing against the other teams with the same recipe. The object will be to be the first team to photograph all the ingredients for the recipe. Students will upload their photos and recollections of the excursion to a class social media page with commentary in Spanish.

Student Activity: Las verduras misteriosas

One challenge in an increasingly diverse educational environment is that it is becoming harder and harder to share foods. Not only do students have food allergies and sensitivities in record numbers, increasing numbers of students follow religious or cultural dietary restrictions much less prevalent in years past. From the child who eats *halal* to the child who is gluten-free, it is harder and harder to find things everyone can eat.

Dealing with baked goods, we have to contend with gluten and with peanut and tree nut allergies. Dealing with meats and cheeses, we have to deal with a host of cultural and religious sensibilities, along with the rise of vegetarianism and veganism, plus the excessive cost of meats and cheeses. Fortunately, the big exception to almost most (not all) schemes of dietary restrictions is fresh fruits and vegetables. The one set of food easiest to prepare for all your students to eat happens to be the one group all of them need to eat more. Moreover, compared to other foods, vegetables tend to be cheap.

After completing the recipe scavenger hunt, you will assign students to pick out actual vegetables for you or another adult to really purchase. The first group will consist of samples of vegetables less familiar to the English-dominant palate. I would recommend *nopal* (cactus leaf), *yuca*, *chayote* and *chayote espinoso*, *plátano verde*, *tomatillo* and *jicama*.¹⁴ Careful with the *nopal* and the *chayote espinoso*, as the spines can be very sharp!

English-speakers compare the flavor of *nopal* to green beans and the texture to okra. I would say the flavor is more lemony, like wood sorrel more specifically. *Yuca* is a root used like potato. *Jicama* too is a root, crunchy, like a turnip but eaten raw.

Chayote is a squash usually mashed and used in soups or served like mashed potatoes. We think of green plantains as a fruit, but most of the world's banana and plantain consumers eat them as a starchy vegetable--much like potatoes--instead of as a sweet fruit. We use *tomatillos* to make green salsa.

Back in the classroom, for the mystery vegetable project teams are each assigned a vegetable they must research. Teams record a video presenting, in Spanish, a description of the vegetable, its origin, uses, and benefits.

Student Activity: Cooking Video

In addition, while at the store, I will assign students to select for purchase the ingredients for three recipes (without giving them the actual recipes.) I will spring for vegetables myself or collect donations. The recipes would be no-cook vegetarian recipes: gazpacho, guacamole, and pico de gallo.

Back at school the next day, class will have to move to a culinary arts or lab setting to have a room with access to tables and sinks. Most schools should have such a facility available.

I will pile the demonstration desk in front with all the ingredients and supplies. I recommend collaborating with the culinary arts program or with a local business to provide adequate utensils for all the students. I recommend using [lettuce knives](#) to cut the vegetables. These are not knives designed for children--they are plastic or nylon knives for full-sized adult hands--but they have the advantage that while they cut vegetables adequately, they will not harm a careless or inexperienced chef.

I will give teams of students a recipe for gazpacho, pico de gallo, or guacamole. Recipes will be in Spanish. Students will have to select their ingredients and utensils correctly and prepare their dishes at their team's table. Each team will make a video of their efforts. At the conclusion of the cooking, after cleanup students will enjoy the gazpacho, pico de gallo and guacamole with corn tortilla chips (which happen to be gluten free.)

Teacher Strategies

Strategy: Sense of Place

I plan to give my students material in every unit anchored to places, people and experiences recognizable to residents of our communities in Charlotte.

Moreover, I want to draw other teachers in to make the material as shareable and collaboration-friendly as possible. I would hope for later iterations of the student material for this unit to include the contributions of other teachers drawing on their own knowledge of the community. As background information, I would like to discuss the history of Latino Charlotte since the 1970s to give teachers in my own community a base knowledge of how Latino communities in Charlotte grew up and how they differ, as well as giving teachers in other communities ideas for how to research the histories of their own local Latino communities. I expect to rely heavily on the work of Heather Smith and the personal expertise of Susana Cisneros for this.

Strategy: Work Within the Framework

For my curricular materials, I want to present information and themed activities aligned with the objectives of a typical Spanish II curriculum. I feel that the success of a curriculum unit depends largely on the ease of adoption and integration with existing curricula. At my school, we teach our current curriculum for Spanish II in seven chapters, each dealing with specific grammatical topics organized around a unit themes. The themes are school and extracurricular activities, life cycle events, places around the community, community celebrations, health and medical concerns, entertainment, and food. I find similarly structured thematic units in most Spanish II curricula.

For school and extracurricular activities, I could see such topics as interrupted education for many migrant children and, on a more positive note, the joys of participation in extracurricular activities for youth who did not enjoy them as part of scholastic culture in their countries of origin. For life cycle events, I would like to get away a little bit from culturally stereotyped institutions such as the *quinceañera* and explore cultural patterns of social interaction.

Teaching about places around the community, I would like to give students a handle on Latino community geography in Charlotte—who lives where, and who shops where? For community celebrations, I would like to construct activities that invite students to participate in one or more of Charlotte’s many Latino cultural celebrations. For the unit on the theme of health and medical topics, I would like to give students a chance to hear someone talk about the differences in access to medical care in Mexico and in Charlotte—I think that would open their eyes. For the unit on entertainment, I would like them to explore the Spanish-language media they have access to in their own homes through streaming media. Finally, for the unit on food, I would like students to assemble a digital culinary travelogue of Latino Charlotte.

By keeping the structure and scope of the unit as closely aligned as possible to the thematic units of the Spanish II curricula used in my school and district, I can increase the impact of my unit by making it more shareable. The more teachers who participate, the better the experience delivered to students will be. Also, by carefully tailoring the curriculum unit to existing thematic units as taught in the classroom I will allow students to experience the local culture portion of lessons as a seamless experience integrated with their education, not as a stand-alone agenda-driven pet project of their teacher.

Assessment

Digital Portfolio

As a summative assessment, students will compile their own digital portfolio entitled *Mi ciudad latina*. Students may assemble this through their school Google Drive account for submission in a hyperlinked Slides format. Students who wish to share with the wider community may share their portfolio through a multimedia digital platform such as [TesTeach](#).

Students' digital portfolio will serve as a virtual scrapbook many may wish to save to remember experiences they have had. The portfolio will include samples of the formative work from each step along their journey through Latino Charlotte. The portfolio will include their reflections on their trip to the *quinceañera* boutique along with their virtual storybook, *Me preparo*. They will include photographs, video documentation and voice commentary on their walking tour of Charlotte murals and their interactions with local artists. They will include a copy of their cooking video along with mementos of their excursion to the international supermarket. They will cap the portfolio with a two- to three-minute spoken reflection in Spanish on what they have learned through their experiences. I will score the portfolio as a major project.

Personal Essay

While we strive to meet ACTFL recommendations for 90% of interactions taking place in the target language, there is a place for the use of students' language of preference. In an effort to make students' explorations of Latino Charlotte more relevant to their personal lives, I will assign students to write an essay of 250 to 650 words in their language of choice on one of the Common Application prompts for that year based on their experiences from this curriculum unit. Of course, students may or may not choose to use the essay in their own actual applications but many of them will appreciate having an opportunity to write with adult feedback and will benefit from having completed the exercise. I hope that this exercise will help students see their cultural growth as something valued by the wider community.

I will invite students to share their personal essays in a class circle setting. I believe it will be illuminating to see the differences in students' responses. Some students will have connected with their own culture through participating in the unit and some will have had windows and doorways onto completely new cultural vistas opened to them. Many of my students have never tasted, let alone prepared, authentic food from another culture. Many of my students have never seen or visited prominent local public art, let alone spoken to a local artist. I am confident students will have memorable and worthwhile experiences to share.

I believe it would be beneficial to capture on video some of these presentations of students' personal growth in and out of the language classroom. These student videos we could share with the wider community, through the Charlotte Mecklenburg Schools channels or through Charlotte Teachers Institute-related events. Students would speak as envoys for language learning and cultural education to the wider community, sharing the good and valuable work students do in public schools. I believe it would make students feel important and powerful to give them a voice to speak out for the kinds of educational experiences they find meaningful.

Appendix I: Teaching Standards¹⁵

IL.CLL.2.4 Compare fiction texts and non-fiction texts about familiar topics. IL.CLL.3 Use the language to present information to an audience.

IL.CLL.3.1 Use a series of phrases and sentences to create descriptions with some details about familiar topics and experiences.

NH.COD.2.2 Analyze simple texts containing familiar vocabulary from other disciplines in terms of the main ideas and supporting details. NH.COD.2.3 Interpret simple processes from other disciplines using the target language.

NM.CMT.1.2 Use memorized words and phrases on familiar topics to interact with communities of learners of the same target language.

NM.CMT.4.1 Recognize aspects of the target culture and language in the students' culture and language.

NM.CMT.4.2 Identify products made and used by members of the target culture and the students' culture.

Appendix II: Resources for Students:

[Gazpacho](#): this is an authentic Spanish recipe for Andalusian-style gazpacho. Gazpacho is the famous cold soup of Spain--really almost like a vegetable smoothie. It is tangy and delicious.¹⁶

[Pico de gallo](#): there are many variations on pico de gallo, a Mexican and Central American condiment made of tomatoes chopped with onion, cilantro, chiles and lime. This is a Nicaraguan recipe; variations of this zippy condiment abound.¹⁷

[Guacamole](#): this recipe from Mexico contains an explanation of the *molcajete* or Mexican food processor, the traditional indigenous stone mortar.¹⁸

[Quinceanera.com](#): an online treasure trove of ideas for your *quince*. Aimed at bilingual teens, it's a good start for getting a feel for what the event is all about.¹⁹

Appendix III: Resources for Teachers:

[DIY Charlotte Mural Tour](#): this is the Charlotte Observer's do-it-yourself tour of Charlotte murals.²⁰

[How to Add Audio to Google Slides](#): a useful guide for students or anyone wishing to add narration to a digital presentation. There are other work-arounds out there for this, too. This is just one.²¹

Appendix IV: Resources for Classroom Use

Compare Foods and Super G Mart: there are many independent food stores and smaller chains serving the Latino and international foods marketplace. These two are dependable, easy to locate and have large produce sections.

Annotated Bibliography

"About Rosalia Torres-Weiner." Redcalacastudio. Accessed November 01, 2018.

<https://www.redcalacastudio.com/about>.

Rosalia Torres-Weiner is a prominent Charlotte muralist and activist.

Originally from Mexico, she uses art as a medium for social critique.

Alvarez, Leticia. "The Influence of the Mexican Muralists in the United States. From the New Deal to the Abstract Expressionism." VTechWorks Home. May 09, 2001.

Accessed November 01, 2018. <https://vtechworks.lib.vt.edu/handle/10919/32407>.

While the original Mexican muralists drew inspiration from Italian frescoes, most people in the United States do not realize that the United States' muralist tradition is largely a Mexican import. This paper traces the influence of Mexican muralism on the murals projects of the Works Progress Administration during the Great Depression. The widespread influence of the WPA murals led to the dissemination of muralist conventions in the United States.

Arguiñano, Karlos. "Receta De Gazpacho Andaluz - Karlos Arguiñano." Hogarmania.com.

Accessed November 01, 2018. <https://www.hogarmania.com/cocina/recetas/sopas-cremas/200712/gazpacho-and-aluz-841.html>.

This is a recipe based on that of celebrity chef Karlos Arguiñano. Gazpacho is a cold tomato soup of Spain. Sell it as a smoothie and you might get kids to try it.

Barone, Emily. "The Astronomical Cost of Kids' Sports." Time. August 24, 2017.

Accessed September 20, 2018. <http://time.com/4913284/kids-sports-cost/>.

Youth Sports cost a lot of money, and the high cost excludes many lower-income youth and youth from less represented populations.

McCloskey, A. "Benefits of Study Abroad." IES Abroad. July 25, 2018.

Accessed September 20, 2018. <https://www.iesabroad.org/study-abroad/benefits>.

According to the Institute for the International Education of Students, a nonprofit foundation that promotes study abroad, students reap benefits from study abroad that extend well beyond graduation. Recent graduates who have participated in study abroad programs earn, on average, \$6,000 more per year and are dramatically more likely to win acceptance to their first or second choice for graduate school.

"Charlotte in Five Tamales." Southern Foodways Alliance. March 28, 2017.

<https://www.southernfoodways.org/charlotte-in-five-tamales/>.

This article provides an up-to-date look at the food landscape of Charlotte, along with giving profiles of local chefs and entrepreneurs. This is part of Tom Hanchett's outstanding body of work documenting immigrant food cultures in Charlotte.

Furusest, Owen J. *Latinos in the New South: Transformations of Place*.

Edited by Heather Smith. Routledge, 2016.

The work of Furusest and Smith explores the ways Latino settlement and acculturation in the Southeastern United States have transformed the communities in which they have settled and have in turn transformed the Latino communities that have settled there.

Gray, Hallie. "Yay for Murals in Charlotte, NC." Facebook - Log In or Sign Up.

Accessed November 01, 2018.

https://www.facebook.com/charlottemurals/?sw_fnr_id=274360147&fnr_t=0.

Theatrical lighting designer Hallie Gray has curated a careful documentation of Charlotte's mural and street scene on her Facebook page, Yay for Murals in Charlotte, NC. The page is a terrific resource to explore.

"Guacamole Mexicano." Guacamole Casero. Las Recetas. Accessed November 01, 2018.

<http://guacamolecasero.com/mexicano/>.

This is a recipe for traditional Mexican guacamole. It contains a description of the indigenous Mexican stone mortar used to prepare so many foods.

Hamblin, Brianna, and Helen Schwab. "Take Our DIY Mural Tour of Charlotte." *Charlotte Observer*. August 23, 2017. Accessed November 01, 2018.

<https://www.charlotteobserver.com/entertainment/arts-culture/article168850612.html>.

Murals and muralism are a wonderful and easily accessible example of Mexican cultural influence in the United States. Charlotte, North Carolina has a burgeoning mural and street art scene. The *Charlotte Observer* publishes this do-it-yourself guided walking tour of Charlotte murals.

Hanchett, Tom. "Salad Bowl Suburbs: Global Food Geography in Charlotte, N.C....and beyond." *Www.historysouth.org*. Accessed September 20, 2018.

<https://www.historysouth.org/wp-content/uploads/2014/11/Salad-Bowl-LARDER-web.pdf>.

Tom Hanchett gives an outstanding profile not only of the culinary geography of Charlotte, but also of the history of Charlotte's growth and the role played by immigration in the development of the city. His careful explanation of the growth of immigrant communities in Charlotte makes this article an excellent resource for community geography.

Hanchett, Tom. "Charlotte in Five Tamales." Lecture, Insights into Latino Communities in Charlotte Today, University of North Carolina at Charlotte, Charlotte, September 20, 2018.

This was a presentation given by Charlotte community historian Tom Hanchett as a companion piece to his article of the same title. Tom Hanchett gave the presentation in the context of the Charlotte Teachers Institute seminar Insights into Latino Communities in Charlotte Today.

"How to Add Audio to Google Slides With the AudioPlayer Add-on." YouTube. January 03, 2018. Accessed November 01, 2018. <https://youtu.be/Iat3cSbt3to>. Here is a tutorial to show you and your students how to add narration to a digital presentation in the Google Slides format.

Lee, Megan. "The Complete History of Study Abroad." Go Overseas May 01, 2018. Accessed September 20, 2018. <https://www.gooverseas.com/blog/history-study-abroad>. Megan Lee gives a good overview of the history of study abroad in the United States and, by extension, a history of language study (to a degree.) Study abroad programs became prevalent in the 1920s to promote international peace and understanding in the wake of World War I. After the Second World War, the focus of study abroad shifted to American engagement with and leadership in the world to counter the rise of Communist superpowers.

McEwan, Gordon Francis. *The Incas: New Perspectives*. Santa Barbara, California: ABC-CLIO, 2009.

The Inca per se were a tiny minority ruling class in the Inca Empire, perhaps a population of ten to fifteen thousand ruling over a population of ten million people.

Pasillas, Jocelyn. "Quinceañera Dresses, Planning, Invitations, & More." Quinceanera. October 30, 2018. Accessed November 01, 2018. <https://www.quinceanera.com/>. One stop online portal aimed at bilingual teens--a treasure trove of anything you could ever want for your special day, if you are a 14-year-old Latina.

"Pico De Gallo." Cocinar Es Nicaragua. July 19, 2016. Accessed November 01, 2018. <https://cocinar.esnicaragua.com/pico-de-gallo-1/>.

Variations on pico de gallo abound--there are even varieties of this zippy raw salsa with shrimp! This is a more typical all-vegetable recipe from Nicaragua.

"Standard Course of Study." World Languages Table of Contents. Accessed November 01, 2018. <http://www.ncpublicschools.org/curriculum/worldlanguages/scos/>. This is the Standard Course of Study for World Languages put forth by the North Carolina Department of Public Instruction.

"Study Abroad in the United States." Golden Screen Cinemas. Accessed September 20, 2018. https://ipfs.io/ipfs/QmXoyvizjW3WknFiJnKLwHCnL72vedxjQkDDP1mXWo6uco/wiki/Study_abroad_in_the_United_States.html. NAFSA: Association of International Educators reports in this article on trends in study abroad in the last decade. Ten percent of US graduates complete university with study abroad experience, but benefits are not evenly distributed. 71% of students studying abroad are white; only 9.7% are Hispanic/Latino/a and 5.9% are black.

Yoder, Stephanie. "Mexican Fruits and Vegetables - From the Familiar to the Unknown." Why Wait to See the World? January 24, 2018. Accessed November 01, 2018. <https://whywaittoseetheworld.com/mexican-fruits-and-vegetables/>.
Stephanie Yoder gives a good introduction to typical Mexican vegetables for the uninitiated. It is a brief descriptive guide, and does not give preparation tips, but it is a good quick introduction.

Zárate, Jimena. "Las 5 Recetas Más Fáciles Para Cocinar Nopales." Univision. August 05, 2016. Accessed November 01, 2018. <https://www.univision.com/estilo-de-vida/recetas/las-5-recetas-mas-faciles-para-cocinar-nopales>.
Nopales are not easy--they come covered in spines! Univision gives us five easy recipes to take some of the sting out of cooking with cactus.

Notes

¹ McEwan, p. 8.

² Megan Lee, "The Complete History of Study Abroad," Go Overseas, May 01, 2018, , accessed September 20, 2018, <https://www.gooverseas.com/blog/history-study-abroad>.

³ A. McCloskey, "Benefits of Study Abroad," IES Abroad, July 25, 2018, accessed September 20, 2018, <https://www.iesabroad.org/study-abroad/benefits>.

⁴ "Study Abroad in the United States," Golden Screen Cinemas, accessed September 20, 2018, https://ipfs.io/ipfs/QmXoypizjW3WknFiJnKLwHCnL72vedxjQkDDP1mXWo6uco/wiki/Study_abroad_in_the_United_States.html.

⁵ Emily Barone, "The Astronomical Cost of Kids' Sports," Time, August 24, 2017, accessed September 20, 2018, <http://time.com/4913284/kids-sports-cost/>.

⁶ Tom Hanchett, "Charlotte in Five Tamales" (lecture, Insights into Latino Communities in Charlotte Today, University of North Carolina at Charlotte, Charlotte, September 20, 2018).

⁷ Tom Hanchett, "Salad Bowl Suburbs: Global Food Geography in Charlotte, N.C....and beyond," Www.historysouth.org, , accessed September 20, 2018, <https://www.historysouth.org/wp-content/uploads/2014/11/Salad-Bowl-LARDER-web.pdf>.

⁸ Ibid.

⁹ "Independence High," SchoolDigger. Accessed September 25, 2016, <https://www.schooldigger.com/go/NC/schools/0297001229/school.aspx>.

¹⁰ Leticia Alvarez, "The Influence of the Mexican Muralists in the United States. From the New Deal to the Abstract Expressionism," VTechWorks Home, May 09, 2001, accessed November 01, 2018, <https://vtechworks.lib.vt.edu/handle/10919/32407>.

¹¹ Brianna Hamblin and Helen Schwab, "Take Our DIY Mural Tour of Charlotte," Charlotte Observer, August 23, 2017, , accessed November 01, 2018, <https://www.charlotteobserver.com/entertainment/arts-culture/article168850612.html>.

¹² Hallie Gray, "Yay for Murals in Charlotte, NC," Facebook - Log In or Sign Up, accessed November 01, 2018, https://www.facebook.com/charlottemurals/?sw_fnr_id=274360147&fnr_t=0

¹³ "About Rosalia Torres-Weiner," Redcalacastudio, accessed November 01, 2018, <https://www.redcalacastudio.com/about>.

¹⁴ Stephanie Yoder, "Mexican Fruits and Vegetables - From the Familiar to the Unknown," Why Wait to See the World? January 24, 2018, accessed November 01, 2018, <https://whywaittoseetheworld.com/mexican-fruits-and-vegetables/>.

¹⁵ "Standard Course of Study," World Languages Table of Contents, , accessed November 01, 2018, <http://www.ncpublicschools.org/curriculum/worldlanguages/scos/>.

¹⁶ Karlos Arguiñano, "Receta De Gazpacho Andaluz - Karlos Arguiñano," Hogarmania.com, accessed November 01, 2018, <https://www.hogarmania.com/cocina/recetas/sopas-cremas/200712/gazpacho-andaluz-841.html>.

¹⁷ "Pico De Gallo," Cocinar Es Nicaragua, July 19, 2016, accessed November 01, 2018, <https://cocinar.esnicaragua.com/pico-de-gallo-1/>.

¹⁸ "Guacamole Mexicano," Guacamole Casero. Las Recetas, , accessed November 01, 2018, <http://guacamolecasero.com/mexicano/>.

¹⁹ Jocelyn Pasillas, "Quinceanera Dresses, Planning, Invitations, & More," Quinceanera, October 30, 2018, accessed November 01, 2018, <https://www.quinceanera.com/>.

²⁰ Brianna Hamblin and Helen Schwab, "Take Our DIY Mural Tour of Charlotte," Charlotte Observer, August 23, 2017, accessed November 01, 2018, <https://www.charlotteobserver.com/entertainment/arts-culture/article168850612.html>.

²¹ "How to Add Audio to Google Slides With the AudioPlayer Add-on," YouTube, January 03, 2018, accessed November 01, 2018, <https://youtu.be/Iat3cSbt3to>.