



***“Celebrating Latino Culture as We Embrace Our Own”  
Using Latino Literature to Learn MORE about the Culture***

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Winterfield Elementary

This curriculum unit is recommended for:  
Reading and Writing, Grades 2-4

**Keywords:** culture, nationality, diversity, inclusion, integration, acculturation

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

**Synopsis:** This unit will help students become more familiar with their own culture as they learn various *Latino* cultures through literature. They will be able to accomplish this task as they listen to Latino literature read aloud to them, discussions that are shared where connections can be made, writing and drawing activities that will allow students to dig deeper into who they really are and teach others about them as well. The teachers will be able to accomplish this by asking and answering those who, what, when, where, why, and how questions that readers ask and answers using text details. Students will also determine lessons, and central messages that Latino characters face in the text and be able to connect using their own experiences. This unit and related literature will allow students to describe how characters feel when facing major events and challenges and how they would attempt to solve these challenges in their culture.

As students listen to and read Latino literature for the final activity they will be able to share “who they are” through their own book about themselves as they share their culture and we celebrate all the different cultures in our classroom.

*I plan to teach this unit this upcoming school year to my students during homeroom and any reading block times. I also plan to teach my second literacy block this unit. I will share this unit with other second-fourth grade literacy teachers for usage in their classrooms.*

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

## Introduction

[https://www.youtube.com/watch?v=hgage\\_0UEX4](https://www.youtube.com/watch?v=hgage_0UEX4)  
<https://www.youtube.com/watch?v=ZqwAN60b8GY>

Why do I find a unit like, *Celebrating Latino Culture as We Embrace Our Own*, important? Well, as an educator that relocated to Charlotte, NC in July, 2010 from Pittsburgh, Pennsylvania after teaching there for 12 years I found out very quickly that I still had a lot to learn about other cultures, Latino being the “main” priority. Pittsburgh is a predominantly white city (64.8%) according to 2010 Census Report and black being a low second at (25.8%). I was fortunate enough to have a husband that really respects the importance of all being highly educated. I would ask him various questions about the Latino culture, “the do’s and don’ts” because he has a great relationship with them as an entrepreneur in Charlotte for over 20 years. He has learned their language, family traditions, and other cultural aspects. He observed firsthand how Latinos worked hard and achieved the American Dream. My husband’s knowledge about the Latino community was instrumental in me gaining an understanding about the community and teaching classes with predominantly Latino students. I felt learning more about the Latino community will continue to help me in this journey of teaching such diverse populations and I am hopeful this unit helps others who are still learning about this “rich” culture. The Latino culture has so much to share through literature, videos, and just plain talking to and listening to your students share what they learn about their “own” families (familias).

As a second-grade teacher over the last 3 years and third grade teacher for over 15 years I noticed that the “majority” of my students do not know who they really are. They just look at themselves as being someone who is really good at a sport, a good or bad reader, a good or bad writer, really good in math or just don’t like it. I have witnessed these same views from teaching at a predominately Hispanic/Latino school, to a Black/Hispanic/Latino/White school to a now teaching at a mainly Hispanic/Latino population along with 30 or so other nationalities is that most students do not really know their own culture when asked basic questions about themselves and their family/extended family. So, this unit has been written to excite all students using literature that will help them get excited about who they actually are through the use of Latino characters and real people that they can most likely be able to relate to in some way.

The seminar, *Insight Into Latino Communities in Charlotte Today*, caught my attention right away for various reasons! When teaching in such a diverse school district like Charlotte Mecklenburg I believe it is important to become as educated, interested, and invested into knowing such a robust culture like Latinos. This seminar was led by, University of North Carolina Charlotte, Susana Cisneros. She instructs out of the Department of Language and Culture Studies. She may be a university educator, but she has not forgotten how to reach all levels of her students. This has been demonstrated through every seminar session. Susana has made our learning about the lives of the average Latino family living in Charlotte very interesting and exciting enough for us to keep wanting to dive deeper into this culture so that we can be able to better support these students along with all their peers. Many, including myself, are transplants into this great melting pot known as “Charlotte”. I believe if all of us as educators experienced the Poverty Simulation we experienced as fellows, relationships with our Latino

students definitely look and feel different in the classroom. There is nothing like going through the daily life of someone that has the daily challenges we may all happen to encounter academically, economically, and socially. However, not having the same language and resources, or knowledge as the people you need help from is an entirely different story. It was challenging as an English-speaking educated person to maneuver through life trying to deal with even simple daily things like trying to get an idea of how my child is doing in school, but not being able to get a true understanding if there is no interpreter available for the teacher and I. We all may have approached our pharmacist with a question, which saves us from a doctor's appointment which may be costly and we did not even need to really go. Well, if the pharmacist does not speak the same language as you and there is no one else available that assist the two of you, how will you get your question answered by this professional person? The poverty simulation was very eye-opening to us all. I have considered myself to be open and flexible for all of my families, but this experience has pushed me to be more conscious of how important it is for me to be supportive as I am still pushing Latino students to excel at their best with a rigorous curriculum.

## Unit Goals

In the second grade, students are expected to answer and ask questions such as who, what, where, when, why, and how. They are expected to be proficient in this standard in fiction and nonfiction text. The expectation is that by the end of second grade students should know how to look for key details in a text that has been read or heard aloud to answer these types of questions. In this unit the students will be expected to recount stories while I use diverse texts in my class where half the students are Latino. Second graders are expected to determine central messages, lessons, or morals in text that they read or is heard aloud. The literature selections I am using should make it very easy for students to be exposed and successful with this standard. In the final standard my students will be able to understand how various cultures influence communities. My students are already living in these types of communities and many of them do not even realize it. I will use various Latino literature, especially illustrations and short chapter books to reach the above objectives for second grade learners.

I am very hopeful that this curriculum unit will be used by teachers at my school and adapted for use as needed. I plan to ask for a small amount of time to share my unit with my colleagues. Our administrator is very supportive toward us sharing and teaching each other new ways to improve our school. I also believe it will give many of our students the opportunity to embrace literature and diverse culture in a way that portrays many of them. It would also be phenomenal if teachers in the Charlotte, Mecklenburg district could find a way to use this unit as a literary focus or social studies focus. The literature I plan to use in this unit will cover both standards as it exposes students to characters and people that look like them and have various things in common with them because they have similar cultures.

My overall goal for this unit is for students, parents, and educators to become more familiar with the Latino culture through rich, diverse literature and information taught from the seminar. This is a unit where several picture books will be used so that the students will have the opportunity to experience hearing stories about their cultures and seeing the colorful illustrations to support what they're hearing and reading. Being second graders are required to ask questions

like *who, what, where, when, why, and how* as readers this standard can be covered using fiction and nonfiction text in this unit. Second graders must also understand how different cultures influence the communities in which they live. There are so many different businesses with various cultures right by Winterfield Elementary. This will give me the opportunity to invite in speakers from the community to share information about their cultures and how who they are has led them into an entrepreneur in the community. By the end of this unit the students would have been exposed to various Latino books with powerful illustrations to help support strong responses to literature in writing activities. By the end of this unit, the entire class will know some of the similarities and differences of our cultures as well as people within their community. We will be able to get a deeper understanding of who each of us are and where we come from. Students will have this opportunity to learn so much about themselves as well as their classroom peers and community leaders through interdisciplinary teaching such as; writing, drawing, music and discussions. At the end of this unit the students will be able to use the literature we studied to create a picture book which demonstrates their own culture through words and illustrations which represent who they are. This is a unit that will give all the participants an opportunity to celebrate the Latino culture along with celebrating whom they are as individuals and within their own families and communities.

## Demographics and Background

Winterfield Elementary School is an elementary school which serves 755 students in Pre-k through fifth grade. The school is located in Charlotte, North Carolina in the Charlotte-Mecklenburg School District. Charlotte-Mecklenburg school district is the second largest in North Carolina and the eighteenth largest in the United States.

Winterfield Elementary School is a Title I Pre-Kindergarten through 5<sup>th</sup> grade elementary school which serves a very diverse population of schools in the Charlotte Eastside community. Our school is bordered by Central Avenue where there are a plethora of food eateries and markets to cater to various cultures that live in the Winterfield community. We are also surrounded the Sheffield Neighborhood Park as well as the Evergreen Nature Preserve. We are a school that has native Charlotteans, people that have arrived from all parts of the United States, and a growing number of immigrants and refugees are a part of this Winterfield community.

Winterfield is a school that educates students from over 27 countries with over 33 languages. Our students come from the following countries: Thailand, Malaysia, Nepal, Saudi Arabia, Guatemala, Cuba, Sudan, Haiti, Venezuela, Puerto Rico, Moldova, Honduras, Republic of Congo, Iraq, Bhutan, Mexico, Myanmar (Burma), Liberia, Eritrea, El Salvador, Palestinian State, Syria, Morocco, Somalia, and the United States. Are students are made up of 52.2% Latino; 47.8% Non-Latino; 30.2% African American; 12.6% Asian; 3% White; 1.3% Multiracial/Other students.

We are a school in which 91% of our Winterfield population receives free or reduced priced meals. We are a school which values the power of our student's native languages and cultures. We see it as an asset to our school community by demonstrating how we are all different, but we find ways to communicate so that we are on the same page to be academically and socially successful.

I am a second-grade teacher at Winterfield Elementary and have been teaching in the Charlotte- Mecklenburg school district for eight years. I am one of five second grade teachers on this team and we have all relocated from another part of the country or state. This is the first year the Common Core standards have been looked at and reformed to better fit the needs of our students statewide. At Winterfield literacy teachers use a range of resources to reach our students due to the various academic and social levels. Some of the literacy-based teaching methods we use are: Balanced Literacy: Foundations, Words Their Way, Making Meaning, and Being a Writer. We use various styles of teaching in which they all require our students to be engaged in some form of discussion either with whole group, a partner, or small group. We find this to be important because the more conversation an English Language Learner has the better. So, at Winterfield we instruct using great Habits of Discussion. Winterfield uses Guided Reading to give intentional instruction to our students which helps them make tremendous growth. I also use differentiated instruction to get success from my students. It is our intent at Winterfield Elementary to reach every single child by meeting them where they are and instructing them toward growth. We are also a school that has taken on Personalized Learning. Using this model will also give me the opportunity to push every single student in the way they need to be pushed. This type of unit will lend itself to Personalized Learning because all students are different, learn different, and can express their learning from this unit in a different way. The use of technology and current research-based strategies will also be taught to promote reading skills and writing skills that are needed for the end product to be completed successfully.

Winterfield is departmentalized starting at first grade and goes up to fifth grade which makes teaching this interdisciplinary unit very easy to do. If your school is not departmentalized it is still very easy to implement. You would just need to collaborate with your specials teachers and make it happen for your students. I will be able to teach this unit by using Balanced Literacy format: mini lessons being taught, reading and writing being done independently, and small group instruction to reinforce what I am teaching. I will be able to do Interactive Read Aloud with the rich Latino literature I am using, which will allow me to monitor student thinking through responses to the literature and quick, rich discussions. First through third grade homeroom teachers are responsible for teaching their students social studies and science. This will give me the opportunity to use the literature to teach the standard which requires second graders to understand how various cultures influence communities. Technology will also benefit our students because *Discovery Education*, *RazKids*, and *Epic Reading* can be used for extra reinforcement for gathering information of the Latino culture. These are a few teaching strategies and techniques that can be used for the four-week unit.

#### Rationale/Objectives

Even after being what we call a “transplant” to Charlotte from Pittsburgh, Pennsylvania eight years ago, I knew I still had a lot to learn as an educator. I was coming from a somewhat large, urban school district and thought that I could come to the Charlotte-Mecklenburg school system and not have many challenges fitting in to the average philosophy around teaching elementary children. Pittsburgh eight years ago had 2.3% Hispanic or Latino of any race according to the 2010 Census, whereas Charlotte had 13.08% Hispanic or Latino. I was offered a position to be a fourth -grade teacher in a school where the Hispanic/Latino population in the school was over 50%. I was up for the challenge and accepted the position and I realized right

away that as an educator of such a diverse population compared to where I had come from I definitely had to learn more about this unique Hispanic/Latino culture.

This interdisciplinary curriculum unit is intended for second grade students. It is a unit that will increase reading and writing skills through the use of Latino literature which will also push the understanding of the culture. Through this unit students will get a true understanding of how people in their community have used their cultural gifts to create lucrative businesses and how they have become leaders in their community.

Students will have several activities exposed to them which will allow them the opportunity to fully understand the various Latino cultures as well as their own. This is a unit that will have to include parental or guardianship involvement. Adults will have to support their student by helping them at home with activities that help them get to know more about their culture. The parental involvement will help the student be able to create the final project, a picture book about themselves, with success and have something tangible and of quality to always be able to share with others.

There will be a plethora of reading and writing opportunities for the students after hearing various types of Latino literature. This will be the time where students get to compare and contrast their life with the characters and people they read about. With the use of fiction and nonfiction text the students will have a chance to find some connections or differences with the literature they hear. This unit is intended for second graders because of the use of standards being used. However, this is a unit that can easily be taught to first grade through fifth grade students and for some educators in other grades not mentioned I am sure they can also find ways to use it. I believe that this type of unit will help me build great relationships with my students, their parents, and the community. I am hopeful that you find the same results if you choose to use my "*Celebrating the Latino Culture as We Embrace Our Own*" curriculum unit

## Teaching Strategies

### Interactive Read Aloud

For this unit it will be very imperative for me to read various selected Latino literature by various authors to read aloud to my students for various reasons. One reason I will read the literature aloud is so that the students can hear fluent reading. They are hearing expression for how characters feel and should sound when it is a fiction text. Another reason I will read the literature aloud is that the students can interact with the text during the interactive read aloud. This gives me the opportunity to stop where needed in the text to ask questions checking for understanding that can be written on a Post-it. This strategy allows my students to be engaged with the text while enriching their comprehension as well as providing a time for them to partake in analytic talk.

### *Turn and Talk*

Turn and talk is an awesome way for students to feel more comfortable sharing what they are thinking about a topic. This strategy allows all students to speak orally in a scaffold manner because it gives them the opportunity to generate ideas to share with another person in a close setting which makes it a low risk environment. The turn and talk strategy help to prepare them for when it is necessary for them to share their thinking or work with a partner or small group.

### *Classroom Lessons/ Activities*

The classroom activities will help students to prepare the necessary pieces they need to create a picture book about themselves. They will complete two activities at home with their parent or guardian that can assist them with specific questions about their childhood they may not know. The students will have the chance to share information they may gain from a take home activity with a partner or within a small group. The teacher will need to check all activities as students complete them so that the process for completing the picture book can continue to take place as information continues to be gathered by the student and their family members.

### Activity #1 Meet Me!

*Objective:* In this activity, students will use a Thinking Map known as a flow map to generate answers about who they are and where their life began. They will complete as much as they can in class and take the remaining unfinished areas home for any needed assistance. They are to complete it at home with someone to help them because they should be able to communicate using the same language.

*Background Information:* The thinking map is an excellent way for a student to be a reflective thinker who works through their thinking independently as a visual-verbal learner. The flow map will allow my students to write about their lives in a sequential style. They will complete as much as they can in class and take the remaining unfinished areas home for any needed assistance. They are to complete it at home with someone to help them because they should be able to communicate using the same language.

*Introduction:* The teacher will do a read aloud from, Cesar Chavez Champion for Civil Rights, written by Anne Roome and Joanne Mattern. I will only read chapter one and two, pages 5-18 to give the students an idea of Cesar Chavez's early years. These two chapters, "Meet Cesar Chavez" and "Young Migrant Farmer" will help the students think about their own childhoods and their own family dynamics. This is an excellent text to familiarize my students to the genre known as a biography. They will be introduced to a powerful Mexican-American civil rights fighter who fought to improve the lives of all farmworkers in America. I will list our class nationalities on a slide for students to use and assist with any needed birthdates to add to their flowchart.

*Activity:* The first activity will require for the students to use what they heard and discussed through one turn and talk about Cesar Chavez's early life. The turn and talk may help to generate information about their own life that may be similar to how Cesar Chavez grew up. The flow chart will be used to start each student's sequential order of their own life. I can assist with each student's Birthdate because teachers have access to a grade level birthdate list. I also know what racial background each student is. The students will fill out sections they can complete for the flow map, for example: when were you born, where were you born, what is your nationality, where have you and your family lived, where have you gone to school so far, something special about you. The students will use words and small sketches to show who they are as a person right now in their life.

*Closure:* Students will complete parts of the flow map with a partner so that they can talk with each other about the sections they are filling out about themselves. Students that speak the same language but are different ability levels can help each other complete the map.

*Extension:* Students will take their flow map home and ask parent(s) or guardian what they can add in words and or pictures to their flow map about their early years.

## Activity #2 Festivities of My Family

*Objective:* In this activity the students will use another Thinking Map. They will use the circle map to share one of their favorite celebrations they have had with their family and elaborate on the outer parts of the circle what made this festivity so special.

*Background Information:* The Thinking Map, circle map, will be used as a brainstorming tool. The students will use the center area to focus on a special festivity or tradition they would like to have in their book. This is an area where students may share Birthday celebrations and what takes place in their culture. Some students may focus on Christmas or Halloween. These are the two that seem to bring a lot of excitement in many cultures even though we celebrate them in various ways. The larger circle area of the circle map will include all the things they know and remember about this special event. This is where students will be encouraged to illustrate detailed pictures of what actually takes place during the festivity they have chosen. They will also be encouraged to bring in photographs to use for their books upon receiving permission



from their parent or guardian. Photographs would actually be a great text feature in the student book to show the actual event taking place that they are writing about.

*Introduction:* The teacher will read chapter one, two, and three of, Sofia Martinez, Abuela's Birthday written by Jacqueline Jules, illustrated by Kim Smith. This is a great book series to introduce to the students. After hearing the story from beginning, middle, and end as they hear how the main character Sofia has a problem and how her and the other characters solve it, the students should be ready to list a special family event and details that support what takes place for this event to happen. This is a great text to introduce the students to due to some Spanish words embedded throughout the story and a glossary in the back to let the reader know what that word means. The students will now be introduced to a book series that they can be on the look out for in the media center and when purchasing books.

*Activity:* Students will use their circle map to brainstorm about a special celebration they have participated in with their family. They will write words or phrases associated with this event. They will also be permitted to draw sketches to help them when gathering their ideas. Just like the writers, a sketch can provide as much meaning as the words around an idea. The students may want to bring in photographs to use within their books to show the event actually taking place.

*Closure:* Students will use their circle map to include special family event and be ready to share their event with a small group.

*Extension:* Students will take home their circle map and add an additional detail or two shared by a family member. The students taking home their circle map can allow for the search of photographs that can be used in their books.

### Activity #3 A Family Tradition We Have Is...!

*Objective:* In this activity students will write about a tradition they follow every year after hearing, Throw Your Tooth on the Roof Tooth Traditions from Around the World, by Selby B. Beeler, illustrated by G. Brian Karas.

*Background Information:* As part of the lesson students will be introduced to the vocabulary word, tradition- the handing down of information, beliefs, or customs from generation to the next. The students will listen to the story and complete teacher created traditions activity.

*Introduction:* The teacher will read, Throw Your Tooth on the Roof, aloud so that the students can hear all the different ways people around the world pass down the same tradition but in various ways. I will read all the traditions for losing a tooth for the countries represented in our classroom. There are usually more than five different nationalities represented in a homeroom so we can hopefully hear several ways this tradition is carried out. I will request a Turn and Talk for students to share with seat partners what happens to their tooth while they are at home after it falls out.

*Activity:* Students will complete teacher made activity which will also involve the assistance from someone at home. The students will complete the section where they have to choose that special tradition they have in their family that they would like to share in their book through writing and an illustration of how celebrating this tradition looks in their family.

*Closure:* Students will complete the tradition activity sheet at home with an adult to make sure they have all the features they can possibly list for how this family tradition is carried out when they all get together.

#### Activity#4 How Our Family Sticks Together

*Objective:* In this activity students will share and write about how their family sticks together by helping each other out for various situations or reasons. They will get a sense of what it really means when you, *stick together*, and help out someone in your family after hearing the story, Tia Isa Wants a Car, by Meg Medina and illustrated by Claudio Munoz.

*Background Information:* As part of the lesson students will be introduced to the vocabulary word, tia- aunt. The students will listen to the story read aloud by the teacher and complete teacher created activity where a sketch is required to show how their family worked together to get something accomplished. The students may use an example where it took at least one other person to help someone else or a group to work together to help someone else in the family.

*Introduction:* The teacher will read, Tia Isa Wants a Car, aloud so that the students get an idea of how family helps each other out because we're family and that's what a lot of families do in various cultures. The students will Turn and Talk to seat partners sharing something that they may have been a part of to help a family member or how their parents or other family members have helped each other out in a time of want or need.

*Activity:* The students will complete a teacher made activity sheet that will allow them to write about a time their family stuck together and helped each other out in some way. They will also sketch an illustration that they would include in their book to show how their family helping out a loved one actually looks when this happens.

*Closure:* Students will begin the family sticks together activity sheet in school to receive teacher assistance and complete this activity sheet at home to make sure all details are included before they add it to their culture book.

#### Activity #5

*Objective:* The students will look over the work they have completed for activity #1- activity #4. They will add sight and sound words to make their writing more interesting after listening to a very colorful tale, Martina the Beautiful Cockroach, retold by Carmen Agra Deedy and illustrated by Michael Austin. The students will use the caret, as an editing mark to change their original work.

*Background Information:* As part of the lesson the students will be introduced to what the genre folktale is. Folktale- a story told orally usually retold generation after generation and relating to a culture. The students will listen to the teacher read half of the book and complete the other half of the book the next day. This is a higher-level text, and should be broken up so that there is a true understanding of the text as the teacher models thinking aloud while reading this text.

*Introduction:* The teacher will read up to page 16 pointing out the author's style of writing with many sight and sound words that are used throughout the text. The teacher should also point out, "This is the page where Martina finds out from the Coffee Test that the pig is not suitable for her." The students will use a Post-it to note to respond to: Why doesn't Martina see the Pig as being a good husband for her. The students will list sight and sound words from the story on an anchor chart with the teacher.

*Activity:* The students look at their own work with their partner and look for areas where they can add sight or sound words by using carets to make their assignments come to life like the literature they have been hearing.

*Closure:* Students will look at their assignments they have completed so far with their partner and use carets to add sight and sound words to make their work more exciting for their books about them and their culture.

#### Activity #6

*Objective:* They will add sight and sound words to make their writing more interesting after listening to a very colorful tale, Martina the Beautiful Cockroach, retold by Carmen Agra Deedy and illustrated by Michael Austin.

*Background Information:* The teacher will remind students what the genre, folktale is. Folktale-- a story told orally usually retold generation after generation and relating to a culture. The students will listen to the teacher read the other half of the book to finish it.

*Introduction:* The teacher will pick up reading page 16 and complete the rest of the book, Martina The Beautiful Cockroach, retold by Carmen Agra Deedy. The students will use a Post-it note to respond to: On page 27 what does the author mean when she writes, Now the coffee was on the other foot. The students will add more sight and sound words that are in the second part of the text.

*Activity:* The students will complete a Post-it response to the text. They will then Turn and Talk about their thinking that they listed on their Post-it. The students will take a look at the activities they have been working on thus far for this unit and add more sight and sound words to their work after adding sight and sound words from the book onto our anchor chart.

*Closure:* Students will add sight and sound words to their previous activities to begin bringing their work to life and making more vibrant like the literature they have heard before rewriting good copies for their books.

## Activity #7-How My Culture Will Shape Me

<https://www.kidscoop.com/this-week-in-kid-scoop/sonia-sotomayor/>

*Objective:* The students will begin filling out a circle map with what they think they want to be when they grow up in the middle and the ways they believe they can become this after they watch a short video of her and listen to the teacher read, *Sonia Sotomayor*, by Barbara Kramer (National Geographic KiDS).

*Background Information:* The teacher will read chapter one, *Who Is Sonia Sotomayor?* aloud after showing a short video clip about her. The students will also have the opportunity to use the chrome book to get ideas about various careers they may have in mind. They can use a site from the Bureau of Labor Statistic which provides a Career Exploration and Video section to assist the students with ideas. <https://www.bls.gov/k12/students.htm>

*Introduction:* The teacher will read chapter one from the *Sonia Sotomayor* chapter book. The teacher will point out how Sonia Sotomayor knew she wanted to be a judge as early as ten years old. I will share how she watched the very well-known show, *Perry Mason* and got the idea of becoming a judge because she wanted to be the most important person in the courtroom which ruled out becoming a lawyer. Sonia realized that the character Mason would argue his case, however the judge was the one clearly in charge.

*Activity:* The students will complete a circle map. They will place the occupation that they hope to have once they are an adult in the middle of the map. They will then use the outer area to write/and draw pictures of what is needed to become this profession in life. How does their background right now effect what they hope to be when they grow up? What makes them want to be this when they grow up? Do they need to go to a place of higher learning like Sonia Sotomayor did in order to become what they want to be? The students will use a checklist to make sure their circle map answers all these important questions on what it takes to obtain a profession.

*Closure:* Students will share their circle map in a small group. The group members can make sure that each member has added in the details of what it takes to become that profession in life as they listen to the outer area of the map. The students will then create a large poster with all the professions they shared along with what it takes to become it.

## Activity #7-How My Culture Will Shape Me

*Objective:* The students will complete their picture books by writing out their goals for their futures and how they plan to reach them after hearing the teacher read, *Sonia Sotomayor*, by Barbara Kramer (National Geographic Kids).

*Background Information:* The teacher will read chapter two, *Growing Up in the Bronx*, pages 8-11 and Sotomayor's *Cool Firsts*, pages 22-23. These two sections should provide students with ideas of how our culture can shape us into a very positive, promising future from the time we are children like Sonia Sotomayor.

*Introduction:* The teacher will read chapter two about how Sonia grew up in the Bronx in a housing project with her parents after her parents moved from Puerto Rico and met in New York City. The teacher will also read several of Sotomayor's firsts that have happen for a Hispanic woman. The students should get a lot out of her major first accomplishments which have led her to become the first Hispanic justice on the U.S. Supreme Court.

*Activity:* The students will use all of their activity pages from this unit that they have completed in class and at home with their loved ones to create a book about how their culture shapes them as a person. They will use lined paper, or special border paper that a teacher can supply to complete the writing sections of their books after their activities have been proofread for mistakes. The students will also have half sheets of white paper and half sheets of construction paper available for illustrations they would like to provide in their picture books of how their culture shapes them.

*Closure:* Students will use all their unit activities to create a book about themselves that they can share with their classroom peers aloud. This will allow the students to hear about each other's culture and how it is shaping them as a person. This unit being taught during

## Appendix 1: Implementing Teaching Standards

### Content Objectives/ North Carolina Standard Course of Study

My unit will implement various Common Core Reading Standards for Reading, Writing, and Speaking in a significant way. This literacy -based unit will the North Carolina Standard Course of Study for reading, writing, and speaking skills that are needed in the second grade and beyond. Students will have the opportunity to learn more about themselves as they learn about through the Latino culture. They will also apply strategies to comprehend text that is read aloud, heard and viewed in various forms of literature. Students will be use various activities and speaking and listening experiences to prepare them for creating a final product of a book which they can admire and share with numerous people over time.

Literacy. RL. 2.1-

Ask and answer questions such as *who, what, where, when, why, and how* to understand to demonstrate understanding of key details in a text.

Literacy. RL. 2.2-

Recount stories, including fables and folk tales from diverse cultures and determine their central message, moral, or lesson.

Literacy. RI. 2.1-

Ask and answer questions such as *who, what, where, when, why, and how* to understand to demonstrate understanding of key details in a text.

Literacy. RI. 2.5-

Know and use various text features to locate key facts or information in a text efficiently.

Literacy. W.2.3-

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal transition words to signal event order, and provide a sense of closure.

- a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.
- b. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Literacy. SL.2.1-

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

Literacy. SL. 2.2-

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Literacy. SL. 2.4-

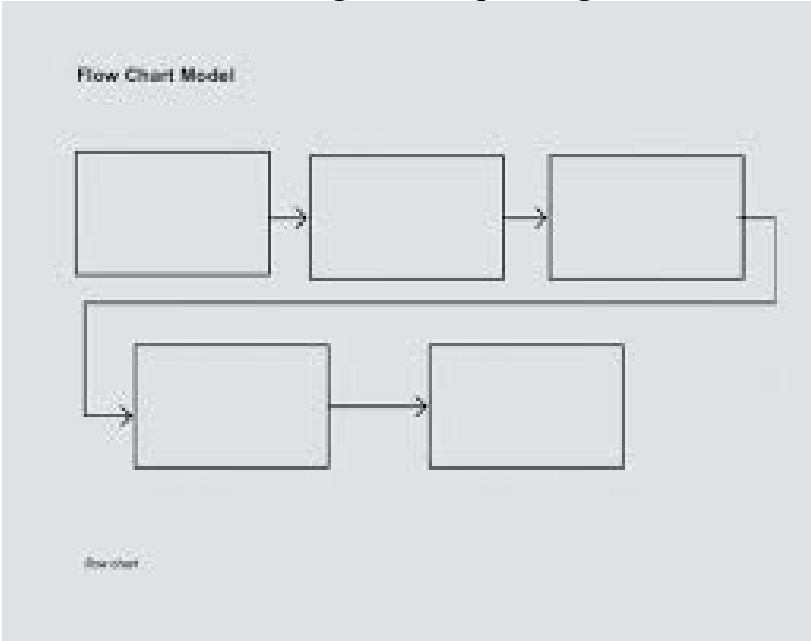
Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent and complete sentences.

Literacy. 2.C.1.1-

Explain how artistic expressions of diverse cultures contribute to the community (stories, art, music, food, etc.)

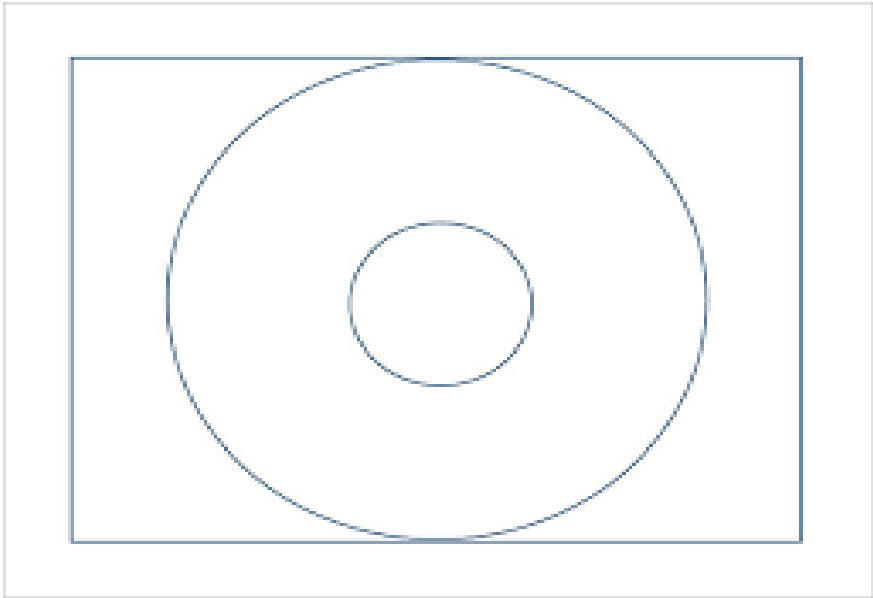
**Appendix 2-Thinking Map (Flow Map)**

**Thinking Skill: Sequencing**



**Appendix 2- Thinking Map (Circle Map)**

**Thinking Skill: Defining in Context & Brainstorming**





### Appendix 3- Family Traditions

Name \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** You will name your favorite family tradition. You will draw illustrations and use words to describe what happens during one of your favorite family traditions. Remember to show everyone who involved, tell who they are, and explain what makes this tradition special.

**\*Parents will help you complete at home for homework tonight.**

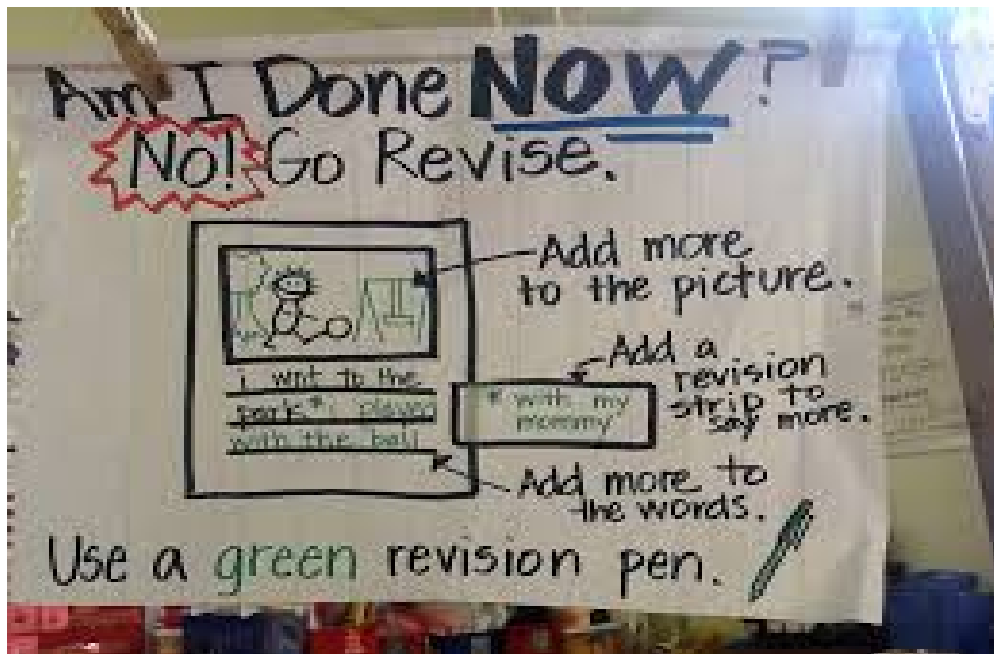
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**Appendix 4- Sticking Together**

Think about a time your family had to stick together. TIA ISA wanted a car very much and her family wanted to help her. Write about a time someone or several people worked together to help someone that needed help. You will draw an illustration to show how this teamwork looked.

The form consists of a large empty rectangular box at the top, intended for drawing an illustration. Below this box is a section containing ten horizontal lines, intended for writing a description of the teamwork.

Appendix 5- 6- Revising for Descriptive Words



Appendix 7-Culture Shaping



[https://www.pinterest.com/pin/371406300517253092/?conversation\\_id=4748877773288769570&message=5000887401973841419&sender=371406437928166834](https://www.pinterest.com/pin/371406300517253092/?conversation_id=4748877773288769570&message=5000887401973841419&sender=371406437928166834)

## Notes

<sup>1</sup>[https://www.youtube.com/watch?v=hgage\\_0UEX4](https://www.youtube.com/watch?v=hgage_0UEX4)

<sup>2</sup><https://www.youtube.com/watch?v=ZqwAN60b8GY>

<sup>3</sup><https://www.census.gov/quickfacts/fact/table/pittsburghcitypennsylvania#viewtop>

<sup>4</sup><https://www.thinkingmaps.com/why-thinking-maps-2/>

<sup>5</sup>[https://docs.google.com/presentation/d/1I0G0Cd\\_K6WhLa2Ua6aza2looEe7QxQr9s8LzQrR6Yw/edit#slide=id.p19](https://docs.google.com/presentation/d/1I0G0Cd_K6WhLa2Ua6aza2looEe7QxQr9s8LzQrR6Yw/edit#slide=id.p19)

<sup>6</sup>[www.raz-kids.com](http://www.raz-kids.com)

<sup>7</sup><https://www.kidscoop.com/this-week-in-kid-scoop/sonia-sotomayor/>

<sup>8</sup><https://www.bls.gov/k12/students.htm>

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## **Resources**

List of Materials for Classroom Use:

Anchor chart paper and markers

This is used to create chart for revising to add descriptive words to work.

Art supplies (construction paper, crayons, pencils, markers, etc.)

These are used when for final project to decorate the front and back covers of book

Book template paper

This paper is used to write out and draw pictures as a final copy for their book

Document Camera

This can be used for the reading of Latino books that will be used during this unit

Thinking Maps

They help students gather their thoughts and brainstorm ideas before writing it on final copy

Teacher created activity sheets

These activities are used for students to specifically gather details about their family with assistance from home as needed.

## Reading List for Students

Kramer, Barbara. *NATIONAL GEOGRAPHIC KIDS: Sonia Sotomayor*. National Geographic Society, Washington, D. C., 2016.

This is a nonfiction chapter book about the Supreme Court Justice, Sonia Sotomayor, the first Hispanic Supreme Court Justice and the path she took to reach this accomplishment.

Roome, Anne, and Joanne Mattern. *Cesar Chavez: Champion for Civil Rights*. Produced by Spooky Cheetah Press, 2016.

This nonfiction book about a Mexican-American farmworker as a child which made him fight very hard as a civil rights activist to change things for farmworkers in America.

Jules, Jacqueline. *SOFIA MARTINEZ, Abuela's Birthday*. Minnesota: Picture Window Books, 2015.

This book is about Sofia wanting to make her grandma's birthday the best. She has cousins pitch in to help so that everything is extra special. However, an unexpected helper may ruin the big surprise after all.

Beeler, Shelby B., *Throw Your Tooth on the Roof: Tooth Traditions from Around the World*. New York, New York: Houghton Mifflin Harcourt Publishing Company, 1998.

This book shares the tradition of how a tooth falls out everyday and how different traditions acknowledge what happens to it when this occurs.

Medina, Meg, *TIA ISA Wants a Car*. Massachusetts: Candlewick Press, 2016.

This story shares how family supports each other to help them fulfill their dreams. Tia Isa wants a car and doesn't have all the money she needs. Her niece goes into the neighborhood to try to help make this dream happen for her aunt.

Deedy, Carmen, Agra, *Martina the Beautiful Cockroach A CUBAN FOLKTALE*. Georgia: Peachtree Publishers, 2007.

This folktale is very popular in Latin America. Carmen Arga Deedy Other cultural versions are in Persian, Indian, Spanish, and African. Read to find out how Martina the Cockroach is ready to choose a husband, but how does she go about it is the question.

## **Annotated Bibliography for Teachers**

Breaking the Link Project Team: Barnes, Frank, and Messinger, Lindsay, and Coughran, Melora, and Schell, Rebecca, and Freije, Susan, and McRae Deborah, and Nelson Brooks, Ellissa, and Mumpower, Charles. **BREAKING THE LINK.**

This is a report which analyzed 2016-2017 data from Charlotte-Mecklenburg Schools to determine if there is a link between demographics and outcomes for how our students perform.

Nabhan-Warren, Kristy. *Hispanics and Religion in America*. Online publication, March 2016

Hanchett, Tom. *Salad Bowl Suburbs: Global Food Geography in Charlotte, N.C....and beyond*. Athens: University of Georgia Press, 2013.

Leeman, Jenifer.<sup>9</sup> *Questioning the Language Questions: Federal Policy and the Evaluation of the U.S. Census Bureau's Statistics on Language*. <sup>10</sup>U.S. Census Bureau & George Mason University, Report issued: April 2, 2018