



***Honoring My Roots:
Afro-Latino Culture and Identity in the Americas***

By Jolane Latten, 2018 CTI Fellow
Northridge Middle School

This Curriculum unit is recommended for:
Sixth Grade Social Studies/Language Arts Classes

Keywords: Afro-Latino, Sub-Saharan Africa, mestizo, racism, slave trade, indigenous, culture, identity, heritage, colorism, discrimination, ladinos,

Teaching Standards: See Appendix 1 for teaching standards addressed in this unit.

Synopsis: The objective of this curriculum unit is to educate my students on early and modern Afro-Latino history, culture and identity in America. Although I will not be able to cover all of the Afro-Latino cultures, I will focus on the history, culture and identity of Afro-Latino lives of people in the Americas. This curriculum unit will take 4-6 weeks and it will include reading, writing, technology integration, presentation and research skills to show mastery of the objectives taught. The lessons will be differentiated to meet the needs of all abilities of honor, standard, inclusion and ELL students. The main goal of the unit is to connect student's real-life experiences to the curriculum and generate genuine interest and appreciation for Afro-Latino history, culture and all other nationalities of people in their school and neighborhood communities

I plan to teach this unit during the coming year to 155, 6th grade social studies students.

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

I have always been interested in learning about different cultures and how people of other ethnicities live and communicate. At a very early age, I was sewing and creating different designs of clothes for my Barbie dolls made out of old clothes from my closet. I wanted each doll to have their own style and personality. In school, I would often gravitate to friends of all races. I was always interested in our differences and was not shy about asking questions and trying new things. I continued to embrace my love for learning about different people and cultures in college. I met many Muslim, African and Caribbean friends in various programs in Community College. The formation of these friendships allowed me to experience different cultural food, religion, celebrations and traditions. I now realize that these authentic experiences helped me grow into an educator that appreciates the importance of diversity and cultural awareness. I now use this knowledge and experience in my daily interaction with my students and the implementation of my academic lessons.

I currently work in a Title 1 school. Most of my students receive free or reduced priced breakfast and lunch. As an educator, I always felt that most of my success with connecting with my students has been the ability to allow students to share their diverse stories about their lives. I use these opportunities to connect these stories to authentic learning experiences in my classroom. In return, it has helped me create academic lessons and a classroom environment where students can be successful, gain confidence, push themselves to greatness and grow. My main goal this school year was to seek out cultural and diversity based professional development opportunities in my school district and community to help me grow as an educator. This is the reason why I chose to become a Charlotte Teacher Institute fellow during the 2017-2018 school year.

I was immediately interested in the Insights in Latino Communities in Charlotte Today seminar because I wanted to gain a deeper understanding of the Latino community and the needs of my Latino and ELL students. This has been my greatest challenge because my students' needs and the dynamics of my Latino student population has drastically changed over the years. I ultimately believe that my CTI seminar experience and the research I have studied about my topic has increased my understanding of the needs of my students and strengthened my purpose as an educator. I agree that research is an effective vehicle for teachers to examine their own practice through authentic investigations of their teaching and their students' learning and experiences in school. (1)

My experience in my seminar exceeded my expectations of learning about the Latino culture from the start. The whole experience was interactive, informative and engaging. The most powerful activity I experienced was the Latino community simulation in Spanish. This activity really gave me a first-hand look into the lives and perspectives of my Latino students. I was able to experience the language barriers, family dynamics and socio-economic disparity that they face on a daily basis. I was given a role and a task to simulate the experience of a Latino high school student with limited English. It was extremely frustrating to try to learn when I could not understand the language during school. During this role, I also had a part-time job and I was responsible for contributing to the family income. My personal struggle in the role of the Latino teenager deciding how to balance family responsibilities and my education. I was not doing a

great job at it because my focus was worrying about my family's eviction from our home. This made it hard for me to concentrate on my education. I was able to walk in the shoes of a Latino student with language and socio-economic barriers and I did not like how they fit. This activity was a powerful contrast of what we see as educators and what is really going on in the lives of our students.

This experience really made me rethink my approach to how I teach and communicate learning to my Latino and ELL students. It made me more aware of some of the barriers that my students may be facing to learn and grow academically. I now understand why it is critical to consider these factors as an educator. This is the main reason why I chose to create a unit on Afro-Latino culture and identity. Research shows that the Afro-Latino population is growing in North Carolina, but it is still a culture that is often underrepresented and misunderstood.

Unit Goals

My goal for this unit is to educate my students about the Afro-Latino culture in the Latino community. I intend on connecting this unit to the early African civilizations that I must teach from the 6th grade social studies curriculum. Students are required to learn about these early African civilizations for mastery on the end of the year NC Final exam. We have a large population of African American and Latino students at Northridge Middle School. We also have a growing population of ELL students as well. I think the topic of this curriculum unit will create a classroom environment where my Afro-Latino students will feel proud of their heritage and culture. It will also provide an opportunity for my African American and Latino students to appreciate the personal connections and culture they share.

I think this unit will connect all of my students' lives and give them the confidence to share personal experiences as they learn about how early civilization and history shaped the culture and way of life of the Afro-Latino communities of today. It will allow us to explore history and culture as it relates to both ethnic groups of students through teacher-generated research. This topic will also expand knowledge and generate academic conversations on self-esteem, racism, colorism and identity as it relates to all ethnic groups of students in my social studies classes.

I also plan to have students use what they learned and created during this curriculum unit to present during a spring diversity program. I want my students to embrace the connections of African and Latino culture. My students will display appreciation by completing five curriculum lessons that focus on social studies and literacy skills from reading selections, creative writing, informational research, technology and cultural arts integration. Lastly, this curriculum unit will provide opportunities for students to work collaboratively with their peers, families and communities through academic activities and real life connection lessons.

Rationale On History

Over the last eight years, I have had the pleasure of teaching social studies to my sixth graders. I've noticed that most students come to me with little or no knowledge of basic geography and history about their own country. This has been a challenge as a social studies teacher because I feel that when students are not exposed to basic map skills, history and culture, they tend to have

no interest in learning about the world outside their communities. My rationale for introducing my students to the history aspect of the slave trade is to help them understand how the early history of a culture can still affect the way people think, how they live and their identity in society today. Considering the academic maturity level of my students, I plan to focus on a basic introductory lesson on the slave trade and its connection to Latin America.

After viewing the documentary series, *Black in Latin America* narrated by Henry Louis Gates, I realized that I wanted to focus on the Afro-Latino culture. In the documentary, Gates visits various Afro-Latino communities in Haiti, Dominican Republic, Cuba, Brazil, Mexico and Peru. The underlying theme of the video centers around the often-underrepresented roots of African descent in Latino culture. While some Latino countries embrace their African roots, some try hard to hide their African ancestry due to the challenges of social class, racism and colorism.

In one particular visit in Mexico, Gates meets with an Afro-Mexican professor and she presents him with a photo of her family. They discuss the different shades of color of her family and she explains that she did not learn that she was black until she was nineteen years old. She explained that being black in her Mexican family was hidden to advance in social status and avoid racism. They share an Afro-Latino feast in which she shares African inspired meals. The professor proudly explains that many of the dishes are her grandmother's homemade recipes. The segment ends with an interesting discussion about the professor's claim to Afro-Latino Heritage.

Gates ask her, "How did it make you feel to suddenly discover that you are Black?" She explained that when she asked her grandfather about her blackness, he replied, "Sweetie, we are not Black, we are Moreno." The professor continues to make a point that there are many Afro-Latino families who still reject their African identity and hide the black grandma in the closet. **(2)** This was interesting because this inspired me to find research on the Afro-Latino population in North Carolina. I wanted to know how many Latinos in North Carolina were hiding the "black grandma in the closet." I was surprised to read that between 1990 and 2000, the piedmont triad area of North Carolina experienced an increase of nearly 800% in its Hispanic population. Of the 30,000 Hispanics living in one of the triad cities, 80% were identified as Afro-Latinos **(3)**

Although I think it is important for my Latino students to learn more about the Latin American aspect of their history, I also want students to know how African historical experiences influenced Latino culture and identity as well. It is important for my Latino and African American students to know that they may share the same historical experiences even though they are from different communities and regions of the Americas.

Rationale On Culture

I have many ideas for what I want my students to learn about Afro-Latino culture in this curriculum unit. My students enjoy sharing their cultural experiences in my classes because I make every lesson an opportunity for students to make personal connections. I also make it a rule for students to respect and be open to learning about other cultures as well. I plan on integrating poetry and creative writing in my Afro-Latino curriculum unit by having students read the book, *Yes! We are Latinos: Poems and Prose About the Latino Experience*. This book of poems and

prose presents the Latin American experience from a multicultural perspective. The speakers of each poem and prose share their experiences in the United States of being of mixed Latino ancestry. These ancestral roots stem from the Afro-Latino, Asian-Latino, Zapotec, Sephardic and Mestizo cultures. I want this part of my curriculum unit to be an educational vehicle towards my students' cultural connections as well as a learning opportunity for them to explore other cultures through poetry and prose writing.

Rationale On Identity

6th grade students struggle during their early adolescent years with many things. Peer acceptance, identity and self-esteem are common themes for most of my students during their middle school years. However, in today's society, many students are treated different or bullied because of the color of their skin, language or cultural background. I want to engage my students in activities that teach them about racism, colorism and how identity shapes the Afro-Latino community. I want this part of the unit to have an educational impact on how my students' view race and skin color in today's society. It will involve writing poetry, journaling about critical thinking questions, engaging in academic conversation activities and researching about an Afro-Latino topic and its contribution to American society.

School Demographics

I teach at Northridge Middle school located in Northeast Charlotte. According to the CMS performance and enrollment dashboard for the 2017-2018 school year, the population of my school is comprised of 713 students. There are 386 Black students, 264 Hispanic students, 31 White students, 21 Asian students, 10 biracial students and 1 Pacific Islander student. There are 260 6th grade students this school year. I currently teach six, social studies classes with a total of 155 students (4)

I plan to implement this unit during the spring of 2018-2019 school year in all of my 6th grade classes. By conducting a culture survey in October of this school year, I was able to identify specific Latino and African students I teach in my sixth grade classes. Out of the seventy-eight 6th grade Latino student surveys I received, 31 students were of Mexican descent and 19 were from El Salvador. The rest of the Latino population of students had ethnic backgrounds from Nicaragua, Dominican Republic, Guatemala, Colombia, Honduras, Puerto Rico, Cuba and Peru. I also teach African students with ethnic backgrounds from the Congo, Liberia, Ghana, Senegalese and Nigeria. It was interesting to research data and see that Latino student enrollment continues to increase each year at my school.

Instructional Implementation

Topic Information for Teachers

The lessons in this unit deal with sensitive topics such as racism, colorism and slavery. This may be a challenging for some 6th grade students to grasp and discuss. I suggest that teachers review the vocabulary and content research to decide how you want to implement these topics in the unit based on the maturity and academic level of your students. I also included some novels that deal with racism, self-esteem and identity in the student resource section of the unit to introduce these topics for added understanding. I have included three tiered differentiated academic levels. Level 1 is for honors students. Level 2 is for standard level instruction. Level 3 is for my inclusion and ELL students who may need more scaffolding and strategic instruction. I plan to teach this unit in the spring of this school year. This will give me time to build a rapport with my students and create a classroom environment where my students feel comfortable and safe sharing ideas and thoughts with their peers

Important Vocabulary

Some important vocabulary to review is racism, colorism, discrimination, and identity. I would make sure that I start with vocabulary or warm-ups that include vocabulary for my lessons so students can have a clear understanding of what they mean and how they impact the lesson. I would use each word in a sentence or provide vocabulary frames for my tier 2 & 3 students. Racism is belief that certain races of people are by birth and nature superior to others. Discrimination is the practice of unfairly treating a person or group differently from other people or groups of people. Colorism is discrimination of a person based on skin color Identity is the set of qualities and beliefs that make one person or group different from others. (5)

History of the Atlantic Slave Trade

It is important to know that the first Africans in the Americas accompanied Christopher Columbus in 1492 as well as other Spanish and Portuguese conquistadors as warriors, seamen, navigators and adventurers. They explored and colonized the New World encompassing South America, North America and the Caribbean. (7) The first Africans who came to the Americas were born or raised in Spain and Portugal. They spoke Spanish and practiced catholic religion. These blacks were called Ladinos and non-hispanized Africans were called bozales.

Although many of the free Africans were considered freeman, they still endured restrictions based on colorism. Most worked domestic jobs; farming, field and agricultural labor and mining Ladinos were often protected under slave laws during early colonial Latin America. These laws were centered on the Roman Catholic doctrine. This protected them from in-human and harsh treatment and guaranteed them certain rights. (8) However, these rights did not last long. Due the decrease of the indigenous population of slaves dying off from disease, harsh treatment and strict manual labor, black Africans became the alterative labor force for the “New World.” The greed for economic wealth and free slave labor, lead to the Trans-Atlantic slave trade of the Americas. Between 1502-1518, Spain shipped out

hundreds of Ladinos to work as labors and miners. In 1518 the first large shipment of 4,000 African born slaves were sent to Latin America on the island of Hispaniola. For the next three centuries, it is estimated that 95 percent of the African slaves transported to the New World were sent to Latin America and the Caribbean. (9)

Afro-Latino Culture

From prior research and knowledge, it is understood that Afro-Latino heritage is derived from transportation of African slaves during the Trans-Atlantic slave trade. Most slaves were transported from Sub-Saharan African countries and dispersed through-out Latin America and the Caribbean. Some of these countries were Brazil, Haiti, Dominican Republic, Peru, Panama, Colombia, Mexico and Puerto Rico. (10) During this period, many Africans were treated like property sometimes under in-humane conditions while living under the power of early explorers and settlers of the Americas. African women were often raped and their children were sold into slavery to maintain wealth in the New World. The many mixtures of Spanish, Indigenous and European slaves, created a mixed race society in which later brought about a caste system based on skin color. This effort of miscegenation has been evident in the history of some Afro-Latino families because many have chosen to hide their African heritage for a promise of a better life. Others, who chose to celebrate and honor their African characteristics, have often endured systematic racism, colorism and discrimination. Lately there has been a great increase in recognition and acknowledgement of rights in Afro-Latino communities in the Americas. Many younger generations of Afro-Latinos are expressing pride in their African heritage and making efforts to build achievement, economic advancements and political recognition in their communities.

Lesson #1: “Who Are You?” Interviews

This will be the introduction lesson to the unit. In this lesson, students will identify their cultural characteristics, compare, and contrast them with a peer. Students will pretend that they are reporters and interview each other using a culture interview questionnaire. They will use the information they learned about each other to compare and contrast on a Venn diagram graphic organizer they create. This will allow students to get to know each other and engage in conversations of cultural differences and similarities. This lesson should take about 2 days on an A/B day middle school class schedule.

Lesson resources: Culture interview questionnaire sheets and Graphic organizer template sheets (Appendix 2)

Warm-up

Students will view the YouTube video, “What is Culture?” They will identify the elements of culture by writing in their notebook journals to the following questions:

Question #1: *Name three characteristics of culture you learned from the video.*

Question #2: *I am proud of my culture because _____*

After students complete writing prompts, they will turn and talk to their elbow partners about their journal responses. I will allow some students to share responses to the class.

Lesson

I would start the lesson by sharing examples of culture. I would then introduce the interview process to students. I would explain to students that they would each have a partner for the lesson to interview. They would each get a turn to be the reporter. The reporter gives the interview using the culture interview questionnaire. I would inform students that great reporters must be sure to listen so they can write down accurate information of the person they interview. The partner will be the interviewee. The Interviewee will answer questions from the reporter in which they can reference ideas and thoughts from their journal prompt responses. After 10 minutes, students will switch roles and pursue opposite task.

Once time is up, student partners will create Venn diagram graphic organizers on a given Venn diagram template sheet I will explain that they are to discuss and write their interview responses on the compare and contrast Venn diagram. After time is up, I would allow students to share some of their Venn diagram similarities and differences. They would also share their feelings about the culture questions and the interview process. I would explain to students that culture is part of their identity. I would also emphasize the importance of appreciating similarities and differences in others of all races

Differentiation:

Tier 1: Honors: Have students create their own cultural questions to interview their peers.

Tier 2: Standard: Students will complete required assignment

Tier 3: Inclusion & ELL: Limit the number of interview questions to eight.

Prepare a bilingual interview questionnaire for ELL students

Assessment:

Teacher will give exit ticket questions and students will respond on sticky notes to the following:

Exit Ticket Question #1: Why is it important to appreciate your own culture?

Exit Ticket Question #2: Why is it important to learn about other cultures?

Extension Lesson

Students could use interview questionnaire to interview an older family member or a friend of another race or culture in their community. They can use the information to write a newspaper article for the class or the school newspaper.

Lesson #2: African or Latino? Identity Matters

Lesson Resources: (Appendix 3) Brown envelopes, Index cards, poster or chart paper, smart board

This curriculum lesson will give students the opportunity to identify how much culture affects a person's identity. Students will use a T-Chart to distinguish whether a particular attribute is from an African or Latino country

Warm-up

Students will view the YouTube video, “What Afro-Latinos Want You to Know.” Students will respond to the following notebook journal writing prompts:

Question #1: What message do you get from the video about being Afro-Latino?

I will have students get in small groups of four to implement the number heads questioning strategy. They will generate a discussion about their journal responses. With this strategy, I would have students count off in a group or give students a number 1-4. I would have them discuss and share their responses from the journal prompt and come up with a common agreement about what they think being Afro-Latino means. I would give students 5 minutes to discuss and come to a consensus of their answer. After time is up, I would randomly pick a colored popsicle stick with numbers on them or just call out a number. The student with the number I called, would have to stand up and report to the class their groups answer to the journal prompt question. This strategy will work well with my ELL students because this gives them opportunities to build vocabulary and speaking skills with their peers. They can get help from their group members to report discussion answers if they are having trouble with vocabulary or speaking skills.

Lesson

After the warm-up, I would reinforce the prior lesson on culture. I would then write on the smart board and ask students to discuss in their number head groups the following question:

Question #2 Why is it important to have your own identity?

After time is up, I would use the number heads questioning strategy. After review of all group responses, I would explain that there are no wrong or right answers because choosing how you want to act, look, and present yourself to others is part of your identity and we continue to develop our identity as we grow.

I would then pass out activity envelopes with different word cards from the African and Latino culture. I will give an envelope to each group and a T-chart sheet or poster board. I would tell students that they would have the task in their groups to decide whether each card name belongs in the African or Latino section of the T-chart. They would be told that some cards may belong in both sections and they will not be placed on the chart in any particular section. I would give students 10-15 minutes in their groups to discuss and organize each card and glue it on their T-Chart posters. After time is up, I would then draw a T-chart graphic organizer on the smartboard or whiteboard and have students come up and write their T-chart choices in the section that their group picked. I would then give each group the answer key and they will be able to discuss

Differentiation:

I would have honor students create their own cultural attribute cards and put them in the graphic organizer. I would include pictures for the ELL students and limit the cultural attribute cards for the Inclusion students.

Assessment:

Students will answer a ticket out the door writing prompt question:

What cultural characteristics make up your identity?

Lesson Extension:

Students can do an identity profile on themselves or someone in their family based on some of the cultural attributes they learned about in class.

Lesson #3 Embracing My Roots: Afro-Latino History of the Slave Trade

In this lesson, students will identify how the African slave trade affected the Latin culture in the Americas by creating skin tone multicultural paper chain fact links of a given Afro-Latino culture.

Resources Needed: (Appendix 4)

Skin tone multicultural construction paper, glue sticks, scissors, pencils, Chrome book computers, and NCWiseOwl research website.

Warm-up

Students view the Atlantic Slave Trade YouTube video

Question #1: Why were African slaves brought to the Americas?

Question #2: What impact did slavery have on culture in the Americas?

I would rotate around the class to help any students who needed clarification and guidance with their responses. I would give students 5-10 min on this journal response.

I would then review journal responses on the smart board with the whole class. This will be an opportunity to share thoughts and student feelings about slavery in the Americas.

Day #1

After sharing and reviewing responses, I would elaborate more on why learning about the contributions of African slaves is an important aspect to the Latino culture. I would share research information from *The Afro-Latino: A Historical Journey* research

I would then organize students in groups of four based on a given Afro-Latino culture. They would work in their groups to research 10 facts about the slave trade theirs on Chromebook computers. Students will be able to use NCWiseOwl to research information. I would give students 30 minutes to work in groups to gather information about their culture and write them on research strips.

Day #2

Today students will be able to complete their research fact chain links. First, I would direct students to return to their culture research groups from prior class lesson. I would then give them the skin tone color multicultural construction strips in which they will be able to cut out their research fact strips and glue them to each construction paper strip. They would then link each construction paper strip by gluing them together with the fact strip information on the inside of the link. They will link all of their group facts together until it makes a small link chain. After all groups have completed their fact chain links, I would connect the entire group chain link with a link to make one large class fact chain.

Each student in the class would get in a circle and grab one part of the chain. Each student would have to read a fact about slavery from an Afro-Latino culture. The culture does not have to be the one they researched. After all students have recited a fact from their chosen fact link, I would end the lesson by explaining that during this research lesson we learned many important facts about how the slave trade impacted cultures in Latin America. I would tell students to continue to hold the links and ask them to think about why our links are different skin tone colors I would then have them reflect on how it relates to the people in our classroom. I would give students 3-5 minutes to respond in our link circle. After the lesson, students will be given an exit ticket out the door to assess what they learned during the lesson.

Differentiation:

Tier #1 Honor students can research facts individually and create their own chain links

Tier #2 Chain link facts can be limited to 6 or 8 facts for inclusion students. ELL students can draw illustrations with word labels on their research links to represent facts

Assessment:

I would give an exit ticket out the door question, which would prompt students to Name 2-3 facts that they learned about the Afro-Latino slave trade. Responses can come from their group facts or any Afro-Latino culture discussed in class.

Lesson Extension

Students can research African Mask and the influence it had on that African culture. Based on their research, they could create their own African mask using the country colors and special decorations like feathers or beads. Lastly, the class can have an African Mask Museum and invite parents to tour.

Lesson #4 Afro- Latino Movement in Poetry

In this lesson, students will analyze poetry to identify characteristics of Latino experiences with racism, colorism, and identity in the United States

Warm-up

Students will view the YouTube video, “Afro-Latinos: The Movement” and respond to the following questions:

Question #1: What does racism mean to you?

Question #2: What does colorism mean to you?

I would give students 10 minutes to respond to questions after watching the video.

I would then explain to the class the meaning of racism and colorism. I would ask students to turn and talk to their elbow partners to discuss if they have ever been a victim of racism or colorism. If not, then I would let students discuss an incident where they have witnessed or seen racism or colorism in school or their community. Students would be given 5 minutes to share responses.

Lesson

Students are organized in groups of four and they will be given a narrative poem from the book, *Yes! We are Latinos: Poems and Prose about the Latino Experience*. I would choose specific poems based on ability levels per group. Each poem gives the Latino experience in the United States from the perspective of a Latino teenager. Students will read their given narrative poems in their groups and use poetry voice sheets to identify three characteristics of Latino culture expressed in the poem. They will also identify elements of racism, colorism and identity in the narrative poem as well. Students will use 20 min to discuss and write out answers.

When time is up, I will give students chart paper poster to create a poetry voice chart. Students can draw pictures, symbols, or diagrams to show information about their poetry voice sheets and other cultural characteristics of the poem. They will have to label, organize, and present a colorful and creative chart paper poster. Students will present their poster to the class. They can take turns reading parts of the poem to the class. Each person in the group must participate in the presentation. Students in the class will evaluate their peers’ presentation by giving brief oral critiques.

Differentiation:

Tier 1 can complete individual poetry voice posters

Tier 2 and 3 can complete poetry voice graphic organizers to help them with their group posters.

They also can be given extended time for this activity

Assessment:

Completed poetry voice posters using the poetry voice rubric. Small group poetry voice presentations rubrics. Peer critiques.

Lesson Extension

Students can research an important Afro-Latino person and write a narrative poem about their chosen person. They can dress up in role-play clothes that represent the person they chose and present their poems to the class.

Lesson #5 Es una celebracion! /It's a Celebration!

In this lesson, students research a given Afro-Latino cultural special event and create informational flyers using Word document using a seasonal flyer template.

Lesson Resources: Chromebook Computers, NCWiseOwl, Microsoft Word flyer program

Warm-up

I would have students view the YouTube video: National Puerto Rican Day Parade: What You Need to Know? Students will use an adjective cube graphic organizer sheet to describe the Puerto Rican Day Parade. They will write an adjective in each box of their cube graphic organizer. I would preset the video again so students can review your adjective choices. After students are finished, they will be given 5 minutes to find a peer in class that has the same adjective words in their cube and write their names under the word in the cube. The objective is for students to communicate with other students and fill up their adjective cube boxes with names. After the activity, I would review some of the adjectives students used to describe the parade and have students share why they chose those adjectives. After sharing, I would prompt students to turn and talk to their neighbors to discuss a celebration or special event they experienced with their family, school or community. I would then allow students to share with the class if they choose to.

Lesson

Day #1

I would elaborate on some of the cultural events discussed by students in class and compare them to some of the special events I encountered in my community. I would talk about the food, music, people and culture. I would then explain to students that they would pretend that they are event planners and their task is to create special event flyers for a special Afro-Latino event or celebration. They will use their Chromebook laptops to research a special event from the Afro-Latino culture they choose using the NCWiseOwl research website. They will use the 5W's graphic organizer to organize research information. I would allow some of my ELL students to work with a partner to complete their flyer.

Day #2

Students will use the information on their 5W's graphic organizer to create their Afro-Latino event flyer on Microsoft Word Flyer template technology tool. They will use their Chromebook laptops to assess the program. I will model an example Flyer on the smartboard and review the

flyer rubric with students so they understand the assignment expectations. Students will print out flyers so they can be hung up in class. Students will be able to do a gallery walk to read flyers and decide which event they wish to attend. We will have a class discussion on their choices.

Differentiation:

Tier 1: Let honors students create a brochure instead of a flyer. They will have to use more information and detail about their event. They would have to present their brochure to the class.

Tier 2 & 3: Students will be given an Afro-Latino event to choose. The process of creating the flyer will be chunked into 3 days so I can model each part of the flyer process.

Lesson Extension:

Students could attend a special event in their community or I can plan a field trip to an event where students have to journal about their experience using the 5W's. They can then make a billboard poster of the event and try to convince their peers to attend the event next year.

Assessment

Completed Microsoft Word flyers using the Afro-Latino event flyer rubric.

Lesson Resources

Composition notebooks-Students will need composition notebooks or to use for warm-up question writing prompts after viewing the YouTube videos on Afro-Latino culture.

Chromebook computers-Students will need these items to research information about the African Slave trade, important Afro-Latino people and final Afro-Latino culture projects.

Glue & Scissors-Students will need these items to cut and glue index cards to T-charts in lesson two. They will need to cut and glue African slave trade fact strips to construction paper links in lesson three.

Chart paper/Poster Board -Students will use this resource to draw T-charts on chart paper to organize index cards in lesson two.

White index cards-Used in lesson two with template words to organize information on the African or Latino T-Chart.

Graphic Organizer template sheets-Used in curriculum lessons to organize written information for research, poems and critical thinking questions.

Brown envelopes-These items will be used to organize index cards for Lesson 2

Smart or whiteboard-This will be used to write responses from lessons taught during the curriculum unit.

YouTube videos-Used for warm-up for students to view and generate journal writing and academic conversations between students about Afro-Latino topics.

NC Wise Owl website-This website is a technology research tool in North Carolina for students to use during Lesson 3 and 5

Appendix 1: Teaching Standards

Social Studies

- 6. H.1 Use historical thinking to understand the emergence, expansion and decline of civilizations, societies and regions over time. Students use this standard to
- 6. H.2 Understand the political, economic and/or social significance of historical events, issues, individuals and cultural groups
- 6. C Culture Explain how the behaviors and practices of individuals and groups influenced societies, civilizations and regions.

Language Arts

- RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.7 Integrate information presented in different media or formats, including visually and quantitatively, as well as in words to develop a coherent understanding of a topic or issue
- W.6.4 Use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient word processing skills.
- W.6.5 Conduct short research projects to answer a question, drawing on several sources and refocusing the investigation when appropriate
- SL.6.1 Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Appendix #2

“Who Are You?” Interview

You are a reporter and your first assignment is to interview a peer in your classroom community. You will conduct an eight-question interview of the questions below. Please listen carefully to the responses and write them out neatly on the lines provided. You will use responses with a Venn diagram activity.

1. Do you identify your race as Latino, Black, White, Asian or other?

2. What country were your parents born?

3. What languages do you speak?

4. What are your favorite home cooked meals?

5. Name a family tradition or event you enjoy doing with your family

6. Are you friends with people of other races? _____ How many? _____

7. Have you experienced racism in your school community? _____
Explain _____

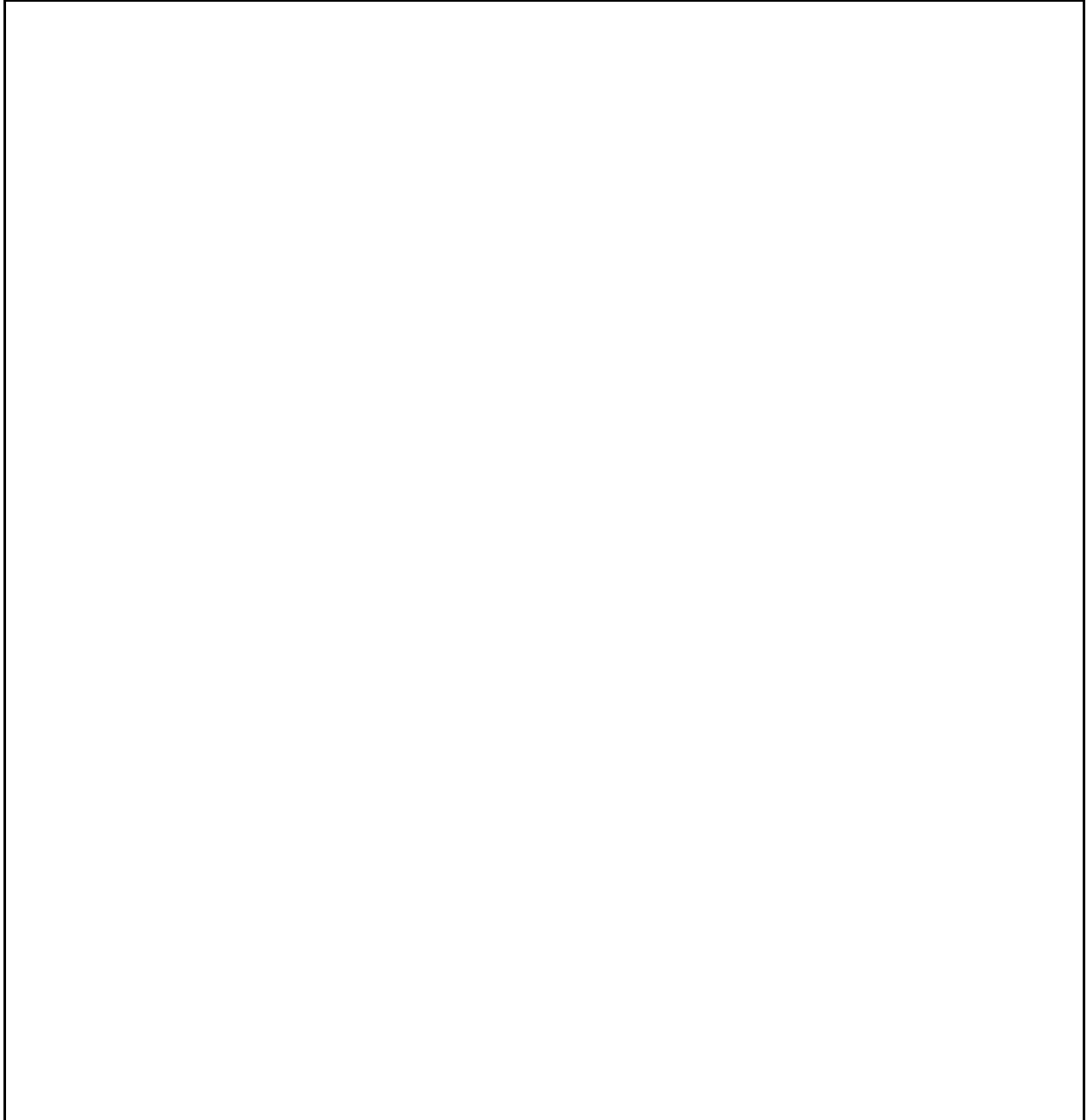
8. Name a country you would love to learn about and visit

9. What kind of music do you like? _____

10. What is your family religion? _____

“Who Are You”?

Draw a Venn diagram in the box below with your interview partner, compare, and contrast your answers to your Who Are You? Interview questions.

A large, empty rectangular box with a thin black border, intended for drawing a Venn diagram. The box is centered on the page and occupies most of the middle section.

How did you feel about this cultural interview activity? Give a brief written summary below.

A single horizontal line for writing a summary.

Appendix 3 African or Latino Index Card Word Template

Son de Los Diablos	Kanaga Mask	Costa Chica
Kiswahili	Merengue	Injera
Joya de Ceren	Teatro Colon	Karabela Dress
Mofongo	Santeria	Las Lajas Sanctuary

African or Latino Answer Key

<p>Both African /Latino</p> <p>Son de Los Diablos is an Afro-Peruvian dance that came from an African, Spanish and Amerindian culture</p>	<p>African</p> <p>The Kananga Mask is the ceremonial mask of the Dogon people of Mali in Africa</p>	<p>Both African/Latino</p> <p>Costa Chica is located in the south part of Guerrero. Known to have a large population of Afro-Mexicans</p>
<p>African</p> <p>Kiswahili is a Bantu language of the Swahili people in Africa. mostly spoken in east African countries</p>	<p>Both: African/ Latino</p> <p>Merengue is the national dance of the Dominican Republic. It has African, French and Spanish roots.</p>	<p>African</p> <p>Injera flatbread made with teff grain served mainly eaten with Ethiopian and Eritrean dishes.</p>
<p>Latino</p> <p>The Joya de Ceren is an archeological Mayan cite found in the Zapotitan Valley of El Salvador</p>	<p>Latino</p> <p>Teatro Colon is the main opera houses in Buenos Aires, Argentina</p>	<p>Both: Latino/African</p> <p>Karabela dress is traditional Haitian formal dress attire</p>
<p>Both: African /Latino</p> <p>Mofongo is a Puerto Rican dish made of mashed green plantain, garlic and vegetables</p>	<p>Both African/Latino</p> <p>Santeria is religious beliefs in the Afro-Cuban community that combines Yoruba, Christianity and indigenous people</p>	<p>Latino</p> <p>Las Lajas Sanctuary is a basilica church located in the department of Columbia in Nariño</p>

Appendix # 4

Afro-Latino Slave Trade Research Strips

Culture Name _____ Fact: Resource Information:
Culture Name _____ Fact: Resource Information:
Culture Name _____ Fact: Resource Information:
Culture Name _____ Fact: Resource Information:
Culture Name _____ Fact: Resource Information:

Appendix # 5

Poetry Movement Sheet

Name of poem _____

Who is the speaker of this poem?

What kind of poem is this? Circle the one that apply below

Haiku Limerick Narrative Rhyme Acrostic Alliteration

Identify and name three characteristics of culture in this poem

How does the speaker show a sense of identity in this poem?

Is there any evidence of racism in this poem? Explain your answer

Is there any evidence of colorism in this poem? Explain your answer

Do you think the speaker is proud of his culture? Tell Why or Why not?

Poetry Voice Poster Rubric

4	3	2	1
Poster has all components, which include, title, examples of culture, identity, racism or colorism. Poster displays colorful illustrations for each example. Poster is creative and organized	Poster has most components. Maybe missing one part of title, examples of culture, identity, racism or colorism. Poster displays colorful illustrations for each example. Poster is creative and organized	Poster missing some components Maybe missing 1-2 parts of title, examples of culture, identity, racism or colorism. Poster displays colorful illustrations for each example. Poster may need work on creativity and organization	Poster is missing several components of title, examples of culture, identity, racism or colorism. Poster is missing several illustrations for each example. Poster lacks creativity, color and organization.

Poetry Voice Presentation Rubric

3	2	1
Presents all areas below	Need improvement in some areas below	Need improvement in all areas below
Eye contact with the audience	Eye contact with the audience	Eye contact with the audience
Voice is loud and clear	Voice is loud and clear	Voice is loud and clear
Organized and informative	Organized and informative	Organized and informative
All group members participate in presentation	All group members participate in presentation	All group members participate in presentation

Appendix # 6

Puerto Rican Day Parade Adjective Cube

Part #1

Write nine adjectives in the boxes in the cube to describe the Puerto Rican parade you observed from the video

Part #2

Try to find at least three different peers in the class that share your adjectives. Write their names in the boxes of the adjectives you share.

Appendix # 7

Afro-Latino Event Flyer 5 W's Graphic Organizer

Title of your Afro-Latino event?
What activities related to your Afro-Latino culture will take place?
Where will this event take place?
When is this event going to happen?
Why is this event important?
Who will be at your event?

Afro-Latino Event Flyer Rubric

4	3	2	1
Flyer includes detailed explanation of the 5 'W's. Flyer includes 2-3 illustrations. Flyer is creative, colorful and organized. Flyer has correct punctuation and spelling	Flyer includes detailed explanation of the 5 'W's. Flyer includes 2 illustrations. Flyer is creative, colorful and organized. Flyer has some punctuation and spelling	Flyer includes some explanation of the 5 'W's. Flyer includes 2 illustrations. Flyer is colorful but needs work with creativity and organized. Flyer has some punctuation and spelling errors	Flyer is missing some 5 W's explanations. Flyer needs improvement with organization and creativity. Flyer has many punctuation and spelling errors.

Student & Teacher Resources

Articles

Brown, Anthony and Brown, Keffrelyn. "Teaching K-8 Students about Race: African Americans, Racism, & the struggle for Social Justice in the U.S." *Multicultural Education* 19, no. 1 (Fall 2011): 9-13

DiLucchio, Connie, Elicker, Kathleen, Leaman, Heather and Matheison, Denise. "Teacher Research at the Middle Level: Strengthening the Essential Attributes of Education for Young Adolescents." *Current Issues in Middle Level Education* 19, no.1 (2014): 6-12

Books

Alda, Alma Flor, and Campoy, F. Isabel. *Yes! We are Latinos: Poems and Prose About the Latino Experience*. Watertown: Charlesbridge, 2013.

Best, Leslie. *The Afro-Latino: A Historical Journey*. Beeslie Publisher, 2010.

Websites

Embracerace

<https://www.embracerace.org/blog/26-childrens-books-to-support-conversations-on-race-racism-resistance>

Institute for Human Education

<https://humaneeducation.org/#>

NCWiseOwl

<http://www.newiseowl.org/>

Merriam-Webster Online Dictionary /Thesaurus

<https://www.merriam-webster.com/dictionary>

Teaching Tolerance

<https://www.tolerance.org/>

YouTube. "Afro-Latinos: The Movement." March 22, 2018.

<https://www.youtube.com/watch?v=RRqWgovFs9g>

YouTube. "The Atlantic Slave Trade: What Too Few Textbooks Told You." December 22, 2014.

https://www.youtube.com/watch?v=3NXC4Q_4JVg

YouTube. "What is Culture." August 2, 2017.

<https://www.youtube.com/watch?v=fL5WzpuvXfY>

YouTube. "What Afro-Latinos Want You To Know." November 12, 2017.

<https://www.youtube.com/watch?v=ZX7EmIYdeKA>

Annotated Research Bibliography

Articles

Brown, Anthony and Brown, Keffrelyn. "Teaching K-8 Students about Race: African Americans, Racism, & the struggle for Social Justice in the U.S." *Multicultural Education* 19, no. 1 (Fall 2011): 9-13 (4)

DiLucchio, Connie, Elicker, Kathleen, Leaman, Heather and Matheison, Denise. "Teacher Research at the Middle Level: Strengthening the Essential Attributes of Education for Young Adolescents." *Current Issues in Middle Level Education* 19, no.1 (2014): 6-12 (1)

Kuhl, Paul and Vargas, Manuel. "Bridging the Communication Gap Between Afro-Latino and African American Individuals." *Journal of Hispanic Higher Education* 7, no. 4 (October (2008): 336-345 (3)

Rochin, Refugio. "Latino and Afro-Latino Legacy in the United States: History, Culture and Issues of Identity." *Professional Agricultural Workers Journal* 3 no. 2 (April 2016):

Books

Alda, Alma Flor, and Campoy, F. Isabel. *Yes! We are Latinos: Poems and Prose About the Latino Experience*. Watertown: Charlesbridge, 2013.

Best, Leslie. *The Afro-Latino: A Historical Journey*. Beeslie Publisher, 2010.

Websites

Charlotte Mecklenburg Schools, "Breaking the Link."
<http://www.cms.k12.nc.us/cmsdepartments/accountability/Pages/Breaking-The-Link.aspx>

Charlotte Mecklenburg Schools, "Performance Dashboard."
<http://www.cms.k12.nc.us/cmsdepartments/accountability/Pages/PerformanceDashboard.aspx>

Embracerace

<https://www.embracerace.org/blog/26-childrens-books-to-support-conversations-on-race-racism-resistance>

Institute for Human Education
<https://humaneeducation.org/#>

Merriam-Webster Online Dictionary /Thesaurus (5)
<https://www.merriam-webster.com/dictionary>

NCWiseOwl

<http://www.ncwiseowl.org/>

Teaching Tolerance

<https://www.tolerance.org/>

YouTube. “Afro-Latinos: The Movement.” Assessed October 25, 2018.

<https://www.youtube.com/watch?v=RRqWgovFs9g>

YouTube. “National Puerto Rican Day Parade: What You Need To Know.” Assessed

November 19, 2018 <https://www.youtube.com/watch?v=7RRRArxklWQ>

YouTube. “The Atlantic Slave Trade: What Too Few Textbooks Told You.” Assessed October

25, 2018. https://www.youtube.com/watch?v=3NXC4Q_4JVg

YouTube. “What is Culture?” Assessed October, 25, 2018.

<https://www.youtube.com/watch?v=fL5WzpuvXfY>

YouTube. “What Afro-Latinos Want You To Know.” Assessed October, 25, 2018

<https://www.youtube.com/watch?v=ZX7EmIYdeKA>

Videos (2)

Black in Latin America, Directed by Diane Petterle, Ricardo Pollock and Ilana Thrachtman.

2011. New York, NY: PBS Distribution, Inkwell Films, 2011. DVD