

Boulder County Latino History Project

Lesson Plans

Title: Defining Culture: Boulder County Latinos

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Overview

Lesson Overview	Students will exploring elements of culture in a larger integrated 9th grade English/World Studies Unit 1. Elements of the larger unit will be introduced as a way of understanding the necessary themes and content vocabulary which will be applied in the mini unit. By completing group and individual assignments in this mini-unit, students will gain a more complex understanding of culture and history within Boulder County. Students will be able to blend their understanding of local culture and history into their growing perspective of global culture and trends throughout the remainder of the unit and school year.
Author(s)	Carly Jiron
Grade Level/ Course	High School, 9th Grade Integrated English/History
Standards	<ul style="list-style-type: none"> ● Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence (1.1) ● The key concepts of continuity and change, cause and effect, complexity, unity and diversity over time (1.2)
Time Required	Five days as part of a month-long unit
Topics	Culture/identity issues, Education/schools. Families, Police/Sheriffs/I.C.E. officials; Racism/discrimination Outline topics: Challenging racism, increasing inclusion, searching for identity; Families and the stages of life; Racism and discrimination at school; The shootings in Longmont and founding of El Comité
Time Periods	1900-1910s, 1920s-1930s, 1940-1965, 1966-1980, 1980s-1990s, 2000-2013
Tags (key words)	Misconception, perspective, ethnicity, nationality, religion, culture, cultural diffusion, cultural diversity, cultural traits, cultural assimilation, stereotypes, xenophobia, ethnocentrism, 9th Grade Integrated English/History U.S. History, Culture/identity issues, Racism/discrimination

Preparation *(Links to worksheets, primary sources and other materials):*



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Materials	Students will use their Integrated Interactive Notebooks iPads or Computers Dry erase boards/markers or Doodle light app for iPads Space for group work Padlet app
Resources/Links	<p>Day 1: Defining Culture Defining Culture G.O. Arthur Perez Interview (Video 1 & 2)</p> <p>Day 2 TED: The Danger of the Single Story DSS Transcript (to annotate) Transcript and Example and Annotation</p> <p>Day 3 and 4 Interaction/Collision Sort Classifying Cultural Terms Station 1: Longmont Shootings Directions & G.O. Station 2: Education Directions & G.O. Station 3: Latino Families Growing up in Longmont Directions & G.O. SS Essential Questions</p> <p>Day 5 Socratic Seminar Directions Socratic Seminar Rubric Socratic Seminar Observation Form SS and High Level Q's</p>

Lesson Procedure *(Step by Step Instructions):*

<p>Day 1</p> <p><u>Objective:</u> Students will explore concepts of race, ethnicity, and religion to identify cultural misconceptions; they will record cultural vocabulary that will be used throughout the unit.</p> <p><u>Materials:</u> Whiteboards (individual boards or space on a larger board), markers, iPads, interactive notebook or blank paper, overhead projector.</p> <p><u>Warm up:</u> Brainstorm Culture (20 min.) Whiteboard Word Splash - Have students get into groups of two or three. Students are asked to define the word “culture,” as well as brainstorm as many aspects or elements of culture as possible. After five minutes of brainstorming, have students whip around and share what they came up with.</p>



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Video: Connect to the brainstorm by showing two clips from the interview with Arthur Perez, 2013, a professional chef, speaking about his grandparents who were chefs and the role of food in his family. <https://youtu.be/FJUOo9cC4k8>

*The teacher at this point can lead a short discussion assessing initial understanding of culture.

Q's for discussion:

-How did the interview connect to the brainstorm? Is there anything that could be added to the brainstorm based on the interview?

Transition into misconceptions...let students know that they will be expanding their understanding of culture by first identifying and exploring cultural images surrounding ethnicity, race, and religion.

Small Groups: Analyzing (Pop) Culture (30 min.)

Using a graphic organizer (attached), students will work in a small group using their iPads and to access slideshow (shared with them using google Docs, Schoology, google classrooms etc.).

Through a series of unique, cultural photos (examples below), students will use their perspective to guess the ethnicity, nationality, religion, etc of a person(s) in a photo.

Whole Group: Answers and Record Vocabulary Terms (Remainder of Class)

As a whole class, correct answers will be given and the teacher should allow time for organic conversation and reflection between answers. Following the answers, students will be asked to take notes (interactive notebook, blank paper etc.).

Following the notes, students will use the Frayer model vocabulary squares to expand their understanding of each term. *In the case of this particular course, students will then add Frayer squares to their content dictionaries. This coming year, with the 1-1 iPad roll out, students will be collecting content vocabulary in a digital form.

*Time will be given the following class to work on / finish vocabulary squares.

Day 2

Objective:

Students will listen to "The Danger of the Single Story" by Chimamanda Adichie; students will read and annotate the transcript in order to identify examples and apply cultural vocabulary terms.

Materials: Note cards, interactive notebook or blank paper, overhead projector with speakers, document camera, highlighters, sticky notes (optional).

Warm-Up: Ticket-in & Frayer Vocabulary (20 min.)

Ticket in: Students will pick up a notecard when they walk in the room; on the note card they will be asked to answer the following prompt: What is a stereotype? When have you ever felt or applied a stereotype or stereotypical attitude? Is there harm in stereotypes? Explain. (Fill one side of the nc!)

**Have the prompt posted. Also, post that students should be working on vocabulary once they've filled up their notecard and turned it in. If student finish their vocabulary early, they may pick up the interaction/collision sort sheet. This will be apart of an ongoing "sort" of themes, examples, and anecdotes over the next four days.

Whole Group: Danger of the Single Story (30 min.)

Teacher should lead a short discussion regarding the entry ticket. Let students know they will be watching a powerful TED talk that discusses the role of stereotyping; after the talk, they will read excerpts from the talk in order to identify examples of cultural terms.

Watch DSS **Make sure to put the English subtitles on; C. Adichie has a thick Nigerian/British accent and subtitles will help comprehension.



Whole Group-Small Group: Read and Annotate (Remainder of Class)

Using a document camera the teacher will model how to annotate the transcript and will lead the class in a think aloud connecting content vocabulary by finding examples within the text to support. The following sentence will be used (essentially) within this activity but in annotated form. The remainder of the week, however, students will be using the following sentence stem to analyze primary sources and make connections to culture:

“_____ is an example of _____ because...”

**Examples of annotation are provided in the link. Once the teacher has guided a think aloud (3-4 modeled paragraphs) then students may work individually or with an elbow partner. Students should have their Frayer squares or vocabulary list right next to the transcript while they are working on this assignment. What isn't done in class should be assigned as homework.

*Frayer Vocabulary and Annotation should be complete by the beginning of the next class.

Day 3

Objective:

Students will understand cultural interaction vs. cultural collision and will work together to sort examples under each category; students will analyze primary sources to further apply their understanding of terms and cultural themes.

Materials: iPads, headphones, interactive notebook or blank paper, copies of each handout station materials setup and classroom organized accordingly.

Warm-Up: Collision/Interaction Sort (15 min.)

Students will pick up a sort chart and working together they will sort the list of examples using their own rationale and reasoning. Let students know that there is not necessarily a right or wrong answer as long as they have justification for why they choose to categorize a particular example. As students are working on this, the teacher should check vocabulary and DSS annotations.

Whole Group Instruction: Socratic Discussion and Station Rotation (20 min.)

To the whole group the teacher should explain that over the next two days students will be taking a closer look at culture but studying primary sources that pertain to Longmont's own cultural history. There will be 3 stations total with wrap up / review time prior to the SS.

**Depending on whether or not your students know and have participated in a Socratic Seminar can change the order of day 3's lesson. If they have not participated in one, it would be best for the teacher to quickly go over the powerpoint prior to the station work so that students know what they will eventually doing with their work and resources.

If the students are familiar with SS, I would assume that a quick overview the day of the SS would suffice.

Make sure to hand out the Socratic Seminar Essential Questions in advance so that student know what they need to be looking for as they gather information during station work time.

Once directions have been given, put students into their respective groups and begin station rotation. The teacher must keep official time, allowing 30 minutes at each station and providing 10 and 5 minute warnings before rotation.

Station 1, 2 or 3 (30 min.)

Ticket out: (10 min.)

With 10 minutes remaining, have students stop where they are and turn to their Categorizing Cultural Vocabulary: They must add 2 additional examples based on the information learned during



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station work time.

Day 4

Objective:

Students will understand cultural interaction vs. cultural collision and will work together to sort examples under each category; students will analyze primary sources to further apply their understanding of terms and cultural themes.

Materials: iPads, headphones, interactive notebook or blank paper, copies of each handout station materials setup and classroom organized accordingly.

Students will enter the classroom and head directly to the next station. They will work for 30 minutes and will then rotate. After an hour of stations, the teacher will explain the remaining 25 minutes of work time.

Whole Group (last 25 min.):

Students will be given work time to prepare for their SS. They must have all three station graphic organizers complete along with the Classifying Cultural Terms and Interaction/Collision Sort. This work time will allow them to complete anything that is missing/incomplete. If students are done with all of their work, as an extension, they should synthesize resources to write high level questions that could be asked during the Seminar. **A link that explains high level questions will be attached in the Day 5 materials list.

*Make sure that each student has a copy of the Socratic Seminar Essential Questions.

Day 5

Objective:

Students will synthesize their understanding of culture, perspective, and local history to participate in a Socratic Seminar centered around the essential learning questions.

As the students walk in, they will be placed in either the inner circle or the outer circle. They should have all of their resources prepared, complete, and available on their desk for reference during the seminar. The teacher should act as the facilitator of the discussion and may grade students on their participation during the seminar.

The seminar should include two 30-minute circles, which will allow for a brief discussion and time to rearrange the room. As a ticket out the door, the teacher should also collect student resources to grade. The graded resources along with seminar participation should be factored into final grades.

Evaluation/Assessment: *(Methods for collecting evidence of student learning)*

Formative Checks: Frayer Vocabulary, DSS Annotation, Classifying Cultural Terms WS.

Summative Socratic Seminar:

Using information collected throughout the unit (everything is fair game, notes, videos, graphic organizers, etc.), students will participate in a Socratic Seminar discussing knowledge gained about culture, local history, and its influence on the culture of Longmont. Students will discuss the essential questions and make personal connections, connections to the text and content, and



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connections to the world.



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