**Title: Identity Quilt: The Complex Category of Being a Latino/a**

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**Overview**

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| **Lesson Overview**  | Finding **identity** in the complex category of being a Latino/a**Purpose** - At the beginning of the school year, it is important to help connect with my students. In the complex world of *Identity*, I hope to help students connect with a word/title that empowers them. Also, I will provide background knowledge of the meaning of *identity vocabulary* for Latino/a students. |
| **Author(s) & School** | Christina IrelandSunset Middle School |
| **Grade Level/****Course** | English Language Learners: High School, Middle School, Elementary  |
| **Standards** | **WIDA Speaking and Writing K-12**: Social and Structural Language:Vocabulary Usage - Words and expressions with precise meaning. Related to content area topics**WIDA Listening and Reading K-12:** Word Phrase and Dimensions:Words and expressions with common collocations and idioms across content areas |
| **Time Required**  | Multi-class (3-4 class periods) |
| **Topics** | Culture/identity issuesOutline topics: Creating an inclusive Chicano identity, Epilogue: Echoes of the past, voices of the future |
| **Time Period** | 2000-2013 |
| **Tags (key words)** | Identity, language, Hispanic, Latino/a, Chicano/a, Chicanx, Xichano/a, indígena, bilingual, gender, inclusivity, affirming, social language |

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

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| **Materials** | **Power Point of Josie Valadez Fraire - by Josie** [**http://teachbocolatinohistory.colorado.edu/wp-content/uploads/2017/04/LYHP-Identity.pptxw**](http://teachbocolatinohistory.colorado.edu/wp-content/uploads/2017/04/LYHP-Identity.pptx)**Equal cut pieces of fabric, fabric paint, and fabric design wall****Sewing machine (help from a parent/ art teacher)****Powerpoint - “Identity: The Power of Language” by Josie Fraire****Poem - “I am Latino Pride” by Janie Garcia****What’s in a Name? Jeopardy** **Three videos of young Latinas/os** |
| **Resources/Links** | **Identity: The Power of Language**<http://teachbocolatinohistory.colorado.edu/wp-content/uploads/2017/04/LYHP-Identity.pptx>**Poem- I am Latino Pride by Janie Garcia (**[**http://www.familyfriendpoems.com/poem/latino-proud**](http://www.familyfriendpoems.com/poem/latino-proud) **)****“What’s in a name?” Jeopardy with Jason Romero**[**https://youtu.be/\_QHAwAMzqII**](https://youtu.be/_QHAwAMzqII) **-** **Three videos of young Latinos/as discussing identity issues in 2013:****Dalia Sanchez, Longmont High School**[**https://www.youtube.com/watch?v=7eS3B9swnrk&feature=youtu.be**](https://www.youtube.com/watch?v=7eS3B9swnrk&feature=youtu.be)**Kelly Sarceno, Skyline High School, Longmont**[**https://www.youtube.com/watch?v=HHUjNIGSnh8&feature=youtu.be**](https://www.youtube.com/watch?v=HHUjNIGSnh8&feature=youtu.be)**Jason Romero, CU Boulder (after HS and junior college in Pueblo)**[**https://www.youtube.com/watch?v=3aSHWktzPcY&feature=youtu.be**](https://www.youtube.com/watch?v=3aSHWktzPcY&feature=youtu.be) |

**Lesson Procedure** *(Step by Step Instructions):*

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| **Procedure:****Preview** - Give students a slip of paper. Ask them to write a word that describes them such as- “Mexican.”* Collect papers, fold, put in a hat.
* Each student will have 3 sticky notes. **1-Like Me, 2-Not Like, 3-Unsure**
* I will draw pieces of paper out of a hat. Students will record the name onto the sticky note category that fits the most to their Identity.

**Lesson** - * Guest Speaker by video: Josie Fraire Powerpoint -”Identity: The Power of Language”
* Question/Answer
* Read the Poem together as a class-”I am Latino Pride” by Janie Garcia

**Lesson*** Watch the 3 video clips of young people discussing their identities
* What kinds of identity issues did these youths face? How did they deal with them?

**Lesson** - * Students will process the poem with an elbow partner and discuss names that they identify with
* Have students record their answers with a short description in their writing/warm up journal

**Lesson**- * Students will start with a cut piece of fabric. They will decorate the square with Fabric Paint using a title and decorations (i.e. Mexican Flag)
* Place square on Fabric Wall
* Art teacher/parent will help put the quilt together

**Lesson** - Game of Jeopardy, Groups of 4: “What’s in a name?”**Share out** at the end of each class- 2 aha’s and 1 I wonder (exit ticket) |
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**Evaluation/Assessment:** *(Methods for collecting evidence of student learning)*

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| * **After the students finish the quilt, it will be hung in the classroom and shared during *Back to School Night, Conferences, Sunset Showcase***
* **Thank you letter to Josie Fraire - *What they learned about Identity***
* **Project Rubric - *Assessment* on Fabric Square, participation, and thank you letter**
* [**http://rubistar.4teachers.org/index.php?screen=PrintRubric&rubric\_id=2632835&**](http://rubistar.4teachers.org/index.php?screen=PrintRubric&rubric_id=2632835&)
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