



Boulder County Latino History Project Lesson Plans

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

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Overview

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 <i>Identity</i> , I hope to help students connect with a word/title that empowers them. Also, I will provide background knowledge of the meaning of <i>identity vocabulary</i> for Latino/a students.
Author(s) & School	Christina Ireland Sunset 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 issues Outline 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):*

Materials	Power Point of Josie Valadez Fraire - by Josie http://teachbocolatinohistory.colorado.edu/wp-
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	<p>content/uploads/2017/04/LYHP-Identity.pptxw 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</p>
Resources/Links	<p>Identity: The Power of Language http://teachbocolatinohistory.colorado.edu/wp-content/uploads/2017/04/LYHP-Identity.pptx</p> <p>Poem- I am Latino Pride by Janie Garcia http://www.familyfriendpoems.com/poem/latino-proud)</p> <p>“What’s in a name?” Jeopardy with Jason Romero https://youtu.be/ QHAWAMzqll -</p> <p>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 Kelly Sarceno, Skyline High School, Longmont 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</p>

Lesson Procedure *(Step by Step Instructions):*

<p>Procedure:</p> <p>Preview - Give students a slip of paper. Ask them to write a word that describes them such as- “Mexican.”</p> <ul style="list-style-type: none"> ● 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. <p>Lesson -</p> <ul style="list-style-type: none"> ● 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 <p>Lesson</p> <ul style="list-style-type: none"> ● 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? <p>Lesson -</p> <ul style="list-style-type: none"> ● Students will process the poem with an elbow partner and discuss names that they identify with
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- 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)

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

- 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&



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