**Title: Family Customs: Expressing Vocabulary About Family Life by Exploring Primary Sources**

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**Overview**

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| **Lesson Overview**  | Student will use primary sources to identify local latino customs. Students will then orally express their personal experience with customs in their own family/culture. Students will use key vocabulary and be able to express their tradition as they are able, based on their WIDA Can Do levels. Students will participate in conversation with others, applying both Speaking and Listening skills, in order to build understanding of other cultures and appreciation for similarities with their own customs. Students will use sentence stems to help express their ideas. Oral expression of cultural identity through discussion of family customs.  |
| **Author(s) & School** | Amanda CoxTwin Peaks Charter Academy |
| **Grade Level/****Course** | English Language Learners in High School, Middle School, Elementary |
| **Standards** | WIDA English Language Proficiency Standard 1English Language Learners will communicate for Social and Instructional purposes within the school setting[WIDA standards](http://ela.dpsk12.org/wp-content/uploads/2015/08/WIDA_rubric_speaking-writing.pdf) for speaking based on the Can Do descriptor for the student level |
| **Time Required**  | 1 hour - 4 Mini Lessons of 15 minutes each |
| **Topic** | Families; Celebrations/Ceremonies |
| **Time Period** | 1950s-1965, 1966-1970s; 1980s-90s;  |
| **Tags (key words)** | Celebrations, birth, death, marriage, customs,  |

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

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| **Materials** | Images of primary sources of local latino family customs (in Resources/Links, as well as in each lesson) **Primary Source Analysis Tool**[**https://www.loc.gov/teachers/primary-source-analysis-tool/**](https://www.loc.gov/teachers/primary-source-analysis-tool/)Poster BoardsMarkers |
| **Resources/Links** | **Primary Source Analysis Tool**[**https://www.loc.gov/teachers/primary-source-analysis-tool/**](https://www.loc.gov/teachers/primary-source-analysis-tool/)[Biographies of Boulder’s Madrigal Family](http://teachbocolatinohistory.colorado.edu/primarysource/biographies-of-boulders-madrigal-family-p-6/) [Angie and Ray Perez at the Christening of their Baby](http://teachbocolatinohistory.colorado.edu/primarysource/angie-and-ray-perez-at-christening-of-their-baby/)[Shirley Roybal baptism of her baby](http://teachbocolatinohistory.colorado.edu/primarysource/shirley-roybal-at-baptism-of-her-baby/)[Petra and Rita Quintana tending a grave](http://bocolatinohistory.colorado.edu/photograph/petra-and-rita-quintana-tending-a-grave)[Angie Perez bathing baby](http://teachbocolatinohistory.colorado.edu/primarysource/angie-perez-bathing-baby/)[Children Swimming in Longmont](http://teachbocolatinohistory.colorado.edu/primarysource/children-swimming-in-longmont/)[Three Young Children Playing in the Yard](http://teachbocolatinohistory.colorado.edu/primarysource/three-young-children-playing-in-yard/)[Two Toddlers in a Wash Tub](http://teachbocolatinohistory.colorado.edu/primarysource/two-toddlers-in-a-wash-tub/)[Bernal Children’s First Communion, 1951](http://teachbocolatinohistory.colorado.edu/primarysource/bernal-childrens-first-communion-1951/)[Sister Rosa Suazo with children at their Confirmation](http://teachbocolatinohistory.colorado.edu/primarysource/sister-rosa-suazo-with-children-at-their-confirmation/)[Lincoln Elementary School](http://teachbocolatinohistory.colorado.edu/primarysource/lincoln-elementary-school-boulder-grades-3-4-1954-1955/)[Group of boys in Longmont, beside a car](http://teachbocolatinohistory.colorado.edu/primarysource/group-of-boys-in-longmont-beside-car/)[Children at a birthday party](http://teachbocolatinohistory.colorado.edu/primarysource/children-at-a-birthday-party/)[Secundino Herrera with children at a baby’s birthday](http://teachbocolatinohistory.colorado.edu/primarysource/secundino-herrera-with-children-at-babys-birthday/)[Phil and Eleanor Hernandez in Mexican Costumes, 1948](http://teachbocolatinohistory.colorado.edu/primarysource/phil-and-eleanor-hernandez-in-mexican-costumes-1948/)[Wedding, Jennie Razo and Richard Romero, 1950](http://teachbocolatinohistory.colorado.edu/primarysource/wedding-jennie-razo-and-richard-romero-1950/)[Wedding of Emma Gomez and John Martinez, 1946](http://teachbocolatinohistory.colorado.edu/primarysource/wedding-of-emma-gomez-and-john-martinez-1946/)[Small Group at a Traditional Wedding](http://teachbocolatinohistory.colorado.edu/primarysource/small-group-at-a-traditional-wedding/)[The Arroyo Family at Chautauqua Park, 1947](http://teachbocolatinohistory.colorado.edu/primarysource/the-arroyo-family-at-chautauqua-park-1947-2/)[Mr. and Mrs. Alex Gonzales’ 50th Wedding Anniversary](http://teachbocolatinohistory.colorado.edu/primarysource/mr-and-mrs-alex-gonzales-50th-wedding-anniversary/)[Reina and Felix Gallegos Dancing](http://teachbocolatinohistory.colorado.edu/primarysource/reina-and-felix-gallegos-dancing/) |

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

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| **Lesson 1 - Birth and celebrations surrounding birth**Explore images of birth and ceremonies surrounding beginning of life in the local latino community. Introduce primary resources. <http://teachbocolatinohistory.colorado.edu/primarysource/angie-and-ray-perez-at-christening-of-their-baby/><http://teachbocolatinohistory.colorado.edu/primarysource/shirley-roybal-at-baptism-of-her-baby/><http://teachbocolatinohistory.colorado.edu/primarysource/two-toddlers-in-a-wash-tub/>Brainstorm together vocabulary surrounding birth, beginning of life, and events that mark the beginning of life. Students can call out words and they can be written on the board for the group.Encourage students to talk about their own experience with celebrations and ceremonies surrounding the beginning of life. Questions and Sentence stems:As needed, record the sentence stem on the board to help students structure sentences.What types of things does your family do?*My family celebrates birth by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*Are there any special clothes related to these events?*When we have these celebrations, we wear\_\_\_\_\_\_\_\_\_\_\_\_*Are there any special foods related to these events?*When we have these celebrations, we eat\_\_\_\_\_\_\_\_\_\_\_\_\_\_**My favorite food is \_\_\_\_\_\_\_\_\_\_\_\_\_\_***Lesson 2 - Death and celebrations surrounding death**Explore images surrounding death in local latino tradition community. Introduce primary resources.<http://bocolatinohistory.colorado.edu/photograph/petra-and-rita-quintana-tending-a-grave><http://teachbocolatinohistory.colorado.edu/primarysource/biographies-of-boulders-madrigal-family-p-6/>Brainstorm together vocabulary surrounding death, burial and events that mark the end of life. Students can call out words and they can be written on the board for the group.Encourage students to talk about their experience with end of life events.Questions and Sentence stems:As needed, record the sentence stem on the board to help students structure sentences.What types of things does your family do?*When someone dies, my family \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*Are their any special events or ceremonies?*When someone dies, we \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***Lesson 3 - Points of celebration in childhood**Explore images surrounding childhood and important events in childhood. Introduce primary resources.<http://teachbocolatinohistory.colorado.edu/primarysource/angie-perez-bathing-baby/><http://teachbocolatinohistory.colorado.edu/primarysource/children-swimming-in-longmont/><http://teachbocolatinohistory.colorado.edu/primarysource/three-young-children-playing-in-yard/><http://teachbocolatinohistory.colorado.edu/primarysource/bernal-childrens-first-communion-1951/><http://teachbocolatinohistory.colorado.edu/primarysource/sister-rosa-suazo-with-children-at-their-confirmation/><http://teachbocolatinohistory.colorado.edu/primarysource/lincoln-elementary-school-boulder-grades-3-4-1954-1955/><http://teachbocolatinohistory.colorado.edu/primarysource/group-of-boys-in-longmont-beside-car/><http://teachbocolatinohistory.colorado.edu/primarysource/children-at-a-birthday-party/><http://teachbocolatinohistory.colorado.edu/primarysource/secundino-herrera-with-children-at-babys-birthday/><http://teachbocolatinohistory.colorado.edu/primarysource/phil-and-eleanor-hernandez-in-mexican-costumes-1948/>Brainstorm together vocabulary surrounding events in childhood and adolescence. Students can call out words and they can be written on the board for the group. Encourage students to talk about their experience with childhood and adolescence and “rites of passage” in their own culture. Questions and Sentence stems:As needed, record the sentence stem on the board to help students structure sentences.What are important events in childhood? *Important things that children do are \_\_\_\_\_\_\_\_\_\_\_\_*What celebrations happen during childhood?*Children always celebrate \_\_\_\_\_\_\_\_\_\_\_\_\_*What clothes are worn at these events?*At these celebrations, we wear\_\_\_\_\_\_\_\_\_\_\_\_\_*What food is eaten?*At these celebrations, we eat\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**My favorite food is \_\_\_\_\_\_\_\_\_\_\_\_\_\_***Lesson 4 - Points of celebration in adulthood/family life**Explore images surrounding adulthood and important events in family life. Introduce primary resources.<http://teachbocolatinohistory.colorado.edu/primarysource/wedding-jennie-razo-and-richard-romero-1950/><http://teachbocolatinohistory.colorado.edu/primarysource/wedding-of-emma-gomez-and-john-martinez-1946/><http://teachbocolatinohistory.colorado.edu/primarysource/small-group-at-a-traditional-wedding/><http://teachbocolatinohistory.colorado.edu/primarysource/the-arroyo-family-at-chautauqua-park-1947-2/><http://teachbocolatinohistory.colorado.edu/primarysource/mr-and-mrs-alex-gonzales-50th-wedding-anniversary/><http://teachbocolatinohistory.colorado.edu/primarysource/reina-and-felix-gallegos-dancing/>Brainstorm together vocabulary surrounding events in adulthood and family life. Students can call out words and they can be written on the board for the group. Encourage students to talk about their experience with adulthood and family life.Questions and Sentence stems:As needed, record the sentence stem on the board to help students structure sentences.What are important events in adulthood?*Some of the important things that happen when you are an adult are \_\_\_\_\_\_\_\_\_\_* What celebrations happen during adulthood?*Some things we celebrate are \_\_\_\_\_\_\_\_\_\_\_\_\_\_*What clothes are worn at these events?*When we have these celebrations, we wear \_\_\_\_\_\_\_\_\_\_\_\_\_\_*What food is eaten?*When we have these celebrations, we eat\_\_\_\_\_\_\_\_\_\_\_\_\_\_* |

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

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| **Comparison/Contrast**Students will identify customs in their own experience, as well as those identified in the primary sources. Students will use a Venn Diagram to help them identify aspects that are similar, as well as unique, to their own family customs. Based on their ability as identified by WIDA Can Dos, they can record drawings, words and/or sentences that express their thoughts. **Visual display and presentation**Students will orally communicate understanding of key vocabulary words. Student will create a poster representing their experience with important life events in their own cultural heritage. |