

Lesson Plan: A Rising Voice: Afro-Latinos



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Lesson Title: A Rising Voice: Afro-Latinos

Overview:

Students will learn about civil rights movements in several Latin American countries and draw parallels between these movements and the civil rights movement here in the United States. The information source for students will be the Miami Herald multimedia series titled “A Rising Voice: Afro- Latinos”.

Time Needed

40 minutes

Lesson Goals and Objectives:

Connections- Standard 1: The student reinforces and furthers knowledge of other disciplines through foreign language. (FL.C.1.4) 2. Demonstrates knowledge and understanding of the similarities and differences between his or her own culture and the target culture as represented in the media and/ or literature. 3. Recognizes the contributions of other parallel cultures (e.g. Native American, African and European) to the target culture. (Florida Sunshine State Standards for Foreign Language grades 9- 12)

Essential Standard 4: Comprehend increasingly complex text through intentional interactions between the reader and text. Use background knowledge of subject and related content areas, pre-reading strategies (previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose and organization of a reading selection. Essential Standard 5: Collaborate to accomplish a shared goal in both assigned and self-selected groups. (PK Yonge essential literacy standards)

Background:

This Miami Herald series focuses on the current civil rights struggles of Afro-Latinos in a format that it is interesting to students because it is multimedia and has a focus on music. This struggle has parallels in the civil rights movement in the United States. Examining such information will make the countries of the Caribbean seem less foreign and help foster the realization that prejudice, racism, and inequalities are common across borders and countries, as is the struggle against such things.

Target Audience:

8th – 12th grades. Can be used in beginning Spanish, beginning French, World History, American History, or World Geography classes as a Black History Month activity.

Required Materials:

At least one computer with internet access and a projector with speakers

Copies of the articles from the Miami Herald for group work. Articles can be found here:

<http://www.miamiherald.com/multimedia/news/afrolatin/>

Reciprocal teaching cards (see attached).

Focused correction areas (FCA’s) descriptions

Teaching Activities:

Opener/ sponge activity: Name as many Caribbean countries as you can. Where are these countries located? (students answer these questions as a warm up)

Build background knowledge by discussing opener questions and watching the overview video clip on the Miami Herald site.

If students aren’t already seated in groups of four, group them by varied ability level. Distribute the reciprocal teaching cards and articles (each group has a different article but within a group all four are reading the same thing).

If you are not familiar with reciprocal teaching, there are many resources on the web that explain it. The only warning is that you need to model extensively for the students to use it effectively. You may want to choose an alternate reading strategy like jigsaw.

After the students have read the article within their groups, then make certain that every group member is able to give a four to five sentence summary of the most important information from their group's article.

Use numbered heads together to choose presenters. Make certain it is clearly set which student is which number. The best way to do this is by the position of their seat. For each group pull a number from 1-4. The number pulled indicates who will present the group's information. Follow each group's summary with the corresponding video clip.

As a homework assignment, students will write a compare/contrast essay of 1-2 paragraphs using what they've learned about the civil rights movement in the Caribbean and what they know about the civil rights movement here in the US.

Grading Assessments:

Student knowledge can be assessed informally based on their work in groups and their summaries and formally using the written assignment.

Focused Correction Areas offer a quick and concrete way to grade writing.

1. Conventions: Only complete sentences (begin with capital, with punctuation, subject verb predicate)
_____ 6 pts
 2. Content: Thesis statement with 3 supporting details. Underline thesis and number details.
_____ 5 pts
 3. Content: Used information from A Rising Voice: Afro- Latinos. Highlight each piece of information.
_____ 4 pts
- _____ / 15 pts total