

Unit Title: Latin Links: A Journey through Mexico and Colombia

Author and School: Courtne Thomas, Sojourner Truth Middle School

Subject Area: English Language Arts (ELA)

Topic: Writing and Cultural Immersion

Grade Levels: 6th and 7th grade

Time Frame: Five weeks or 25 class sessions

Established Goals: This English language arts project is in honor of National Hispanic Heritage Month, which is celebrated from September 15 through October 15. A combination model will be used for lesson planning including Gardner's Multiple Intelligences Model and the Problem Solving Model.

Core Content Standards to be addressed in this unit are:

(Reading) RL.7.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

RL.7.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

(Writing) W.7.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.7.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.7.6: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W.7.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

<p>(Speaking and Listening) SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>SL.7.5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>21st Century Theme: Global Awareness</p> <p>21st Century Skills: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration</p>
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<p>Understanding: This project might affect my students by dispelling their stereotypes, preconceptions and assumptions as they build upon their understanding and knowledge about the culture, society and people of Mexico and Colombia. This will be accomplished as students view photos and listen to the personal narratives from students living in these countries. This project might affect my colleagues, parents and members of the local community by improving their understanding and knowledge of Mexican and Colombian people and culture. The experience will help prepare me in leading more meaningful discussions and might afford me higher respect from my students, colleagues and parents. Essentially, students will understand that it is critical to know about other cultural groups in order to attempt to dispel their pre-existing assumptions and stereotypical understandings about these persons for the purposes of their preparation as global citizens.</p>	<p>Essential Questions: 1) What have you learned about Mexican and Colombian culture: food, traditions, society and people?</p> <p>2) What personal connections have you made with Mexican and Colombian people in viewing pictures and listening to their stories?</p> <p>3) How is your life similar and different to the experiences of Mexican and Colombian people?</p>
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<p>Students will know... about the Mexican and Colombian educational</p>	<p>Students will be able to... 1) analyze photographs and make personal</p>
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<p>systems, Zapotec weavers, Mexican indigenous culture, migration and identity, Aztec ruins, religious practices, black pottery, Afro-Colombians, rugs and tapestries and additional knowledge about Mexican and Colombian culture and society. Students will further know about the racial and gender discrimination Afro-Colombians experience as a result of deeply-embedded racism in the country. In conjunction with race and gender discrimination, students will know about various projects and programs implemented to address this issue and potentially eliminate it. Additionally, students will be provided information about the educational infrastructure, the education levels of marginalized groups and how a lack of education impacts their life chances.</p>	<p>connections.</p> <ol style="list-style-type: none"> 2) form an overall impression of the photographs. 3) examine individual items in the photographs. 4) divide the photographs into quadrants and study each section to see what new details become visible . 5) list three things they infer from the photographs. 6) explain what questions the photographs raise. 7) write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 8) produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 9) develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. 10) use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. 11) gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 12) engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. 13) include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. 14) react intellectually, emotionally and morally about the culture and society of Mexico and Colombia.
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	As a result of increased knowledge and skill sets, my hope is students will eventually be able to have a deep understanding about the people, culture and society of Mexico and Colombia rather than a surface understanding that contributed to their assumptions and preconceptions.
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<p>Performance Task: For the culminating activity, students will create a website highlighting the culture and society of Mexico and Colombia. The website will include a photo gallery, a collection of the students' comparative narratives, links to articles and other sources about Mexican and Colombian culture, video reflections and recipes about the cuisine as identified in the photo gallery. This unit integrates technology exhibiting a synthesis of the group's knowledge. Students will be provided with a writing rubric identifying specific learning objectives and a rubric for the culminating activity identifying project criterion.</p>	<p>Other Evidence: The five-week unit will consist of pre- and post-assessment surveys, an introduction lesson, a writing lesson, meaningful whole group discussions and the development of a website as the outreach activity for the unit project. The pre-assessment survey will be used as a baseline to evaluate student knowledge about Mexican and Colombian culture and gauge student stereotypes, assumptions and preconceptions about other cultural groups. The post-assessment will serve as summative data to assess student learning outcomes. I will develop the survey instrument using my own model. In addition, to the pre- and post-assessment surveys, students will be given journals to be used throughout the unit to document their weekly reflections including students' responses to photographs and their learning as they complete the comparative narrative and develop the website.</p>
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<p>Learning Activities: On day one, students will receive a pre-assessment survey (attached) that I developed. The pre-assessment survey will be used as a baseline to evaluate student knowledge about Mexican and Colombian culture and gauge student stereotypes, assumptions and preconceptions about these Latin American countries. Upon reviewing the pre-assessment surveys, the unit will be introduced in the initiation lesson through a Mexico and Colombia Culture Center. A center will be created and set up before students come into the classroom. Each center will include specific aspects of Mexican and Colombian culture and society such as historical contexts, key political figures, ethnic groups and races, etc. The center will also include informational paragraphs or brief articles, stories and poems about Mexican and Colombian culture and society (see bibliography). The cultural center will further include several photographs, maps, timelines, artwork and video clips (see bibliography). The center will pose questions for students to answer, problems for students to solve and/or issues for students to discuss in their groups. Prior to visiting the center, students will be given journals to be used</p>
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throughout the unit. The first page of the journal will be a K-W-L chart. As students visit the center, they will fill in their previous knowledge about Mexico and Colombia under "What I Know," record questions raised about "What I Want to Know," and begin to write new information and opinions under "What I Learned." Students will continue to fill in this chart throughout the unit. Prior to the cultural center introduction lesson, students will receive a guide informing them about the unit, expectations, formative assessment measures (reflection journals), the culminating project, how they will be evaluated and assessment percentages.

On day two, students will begin the photo analysis (worksheet attached). As students analyze the photographs, they will do the following: make personal connections, form an overall impression, examine individual items in the photos, list three things they infer from the photos and explain what questions the photos raise. Students will be able to choose their own photograph to view from the photo gallery having identifying information about the country (Mexico or Colombia) in which the photo was taken and additional contextual information. Students will select one to three photos a day (time permitting) and engage in an analysis of their selected photos for week one. As a resource, students will have access and use of individual photo analysis worksheets as a guide. Upon completing the photo analysis, students will reflect daily about what they learned documenting their learning in their reflective journals. On days two and four of week one, students will have opportunities to engage with their classmates in collaborative group settings about their findings and, if they so choose, share their reflections with their classmates. Also on days two and four, the class will engage in a whole group discussion about what the photographs reveal as well as what they are learning about the people, culture and society of Mexico and Colombia. During this opening week, I will conduct conferencing to monitor the progress of students and provide critical feedback and critique about their analysis and reflection journal writings.

In week two, students will be introduced to the elements of a comparative narrative. Students will be provided with a definition as well as an example of a comparative narrative in the form of a PowerPoint (available for download from this website: <http://lanic.utexas.edu/project/etext/llilas/outreach/fulbright12/>). Upon viewing the PowerPoint, students will then watch two interviews with students in Mexico and Colombia and choose which interview they will use to develop their comparative narratives. Ultimately, the narratives will be typed using laptop computers. During week two, students will begin to write their rough drafts, engage in peer editing and peer feedback, engage in teacher conferencing moving through the stages of the writing process. Based on the progress and quality of writing, some students will begin to draft their final copies during week two using laptops. In week three, I anticipate the majority of students will have advanced to the final draft stage. Week three is specifically a week of writing. Based on student's progress, week three can be used to publish writing, teacher conferencing, peer editing and feedback, author's chair (sharing opportunity), etc. In the fourth week, students will receive the culminating activity rubric (attached) for the development of the website identifying project criterion. Students will be asked to upload their comparative narratives, gather online recipes and brief articles, write poems and cite links and reading materials that are relevant and significant to the website devoted to the celebration of Mexico and Colombian people, culture and society. Weeks four and five will be used primarily for the purposes of information gathering, website organization and development. The technology coordinator will assist with the development of the website upon receiving formal written

approval from district administrators, school leaders and parents. The website development will serve as the culminating/outreach activity in honor of National Hispanic Heritage Month. The post-assessment survey (attached) will be given at the conclusion of the unit.

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Unit Guide and Student Expectations

Expectation: In this unit, I expect every student to participate actively and engage in the lessons, discussions and culminating project with the goal of increasing their knowledge and understanding about Mexican and Colombian people, culture and society.

Week One	Pre-Assessment Survey Introduction Lesson: Culture Center Receive Reflection Journals Introduction to photo gallery Photograph Analysis using worksheet as guide Photo Analysis: Collaborative Group Work Whole Group Discussions Teacher Conferencing
Week Two	Introduction to Comparative Narrative (PPT) View Student Interviews in groups Engage in note taking about observations Begin rough draft of comparative narrative Peer Editing Peer Feedback Teacher Conferencing
Week Three	Begin final drafts of comparative narrative Peer Editing Peer Feedback Teacher Conferencing Author's Chair (Sharing Opportunity) Publish Writing using Microsoft Word Request school leadership consent for website development Disseminate parental consent forms for student participation in website development
Week Four	Receive culminating activity rubric for website Discuss website structure, organization and materials Gather online recipes and brief articles Write poems, cite links and reading materials relevant and significant to Mexican and Colombian culture, people and society Upload Comparative Narratives to website as well as photos and interviews from my experience Collaborate with Technology Coordinator
Week Five	Gather online recipes and brief articles Write poems, cite links and reading materials relevant and significant to Mexican and Colombian culture, people and society Collaborate with Technology Coordinator Finalize aspects of website

Mexico and Colombia: Pre-Assessment Student Survey

Please read and answer the questions below honestly and carefully. Please circle Yes or No for these response questions. Answers where you are asked to elaborate, please feel free to tell me more about your experiences.

- 1) Have you ever studied Mexico and/or Colombian people, culture or society?

(Yes) (No)

If yes, please tell me a little bit more about what you studied in this space provided.

- 2) Do you have some background knowledge about Mexican food, people or culture?

(Yes) (No)

If yes, tell me a little bit about what you know about Mexican food or culture in the space below.

- 3) Do you have some background knowledge about Colombian food, people or culture?

(Yes) (No)

If yes, please use the space below to tell me more.

- 4) Do you have any Mexican or Colombian friends or relatives?

(Yes) (No)

- 5) Please tell me a little about what you think about Mexican and Colombian people, culture and society using the space below to share your thoughts.

Photo Analysis Worksheet

Name:

Date:

Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photo and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible. In other words, divide the photo into four equal parts and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

People	Objects	Activities

Step 2. Inference

Based on what you have observed above, list three things you might infer (conclude) from this photograph.

Step 3. Questions

1. What questions does this photograph raise in your mind?

2. Where could you find answers to your questions?

Rubric for Culminating Activity (Website Development)

Student Name:

Date:

Category	4	3	2	1	Score
Completion	All of the assigned tasks were completed.	Most of the assigned tasks were completed.	Some of the assigned tasks were completed.	Very few of the assigned tasks were completed.	
Effort	All of the assigned tasks were completed to the best of his/her ability.	Most of my assigned tasks were completed to the best of his/her ability.	Some of my assigned tasks were completed to the best of his/her ability.	Little of my assigned tasks were completed to the best of his/her ability.	
Participation	The student actively participated in all activities and tasks.	The student actively participated in most activities and tasks.	The student actively participated in some activities and tasks.	The student participated in very few activities and tasks.	
Understanding	Most of the problems that arose during the group project were resolved because of his/her significant and meaningful input.	Many of the problems that arose during the group project were resolved in large part because of his/her significant and meaningful input.	Some of the problems that arose during the group project were resolved in large part because of his/her significant and meaningful input.	Little of the problems that arose during the group project were resolved in large part because of his/her significant and meaningful input.	

4=Excellent

3= Adequate

2= Fair

1= Minimal

Mexico and Colombia: Post-Assessment Student Survey

Please read and answer the questions below honestly and carefully. Please circle Yes or No to these response questions. In the response where more than one answer applies, please mark them with an "X." Answers where you are asked to elaborate, please feel free to tell me more about your experiences.

- 1) After studying Mexican people, culture and society during this unit, what specifically have you learned more about?

<input type="checkbox"/> food	<input type="checkbox"/> the education system
<input type="checkbox"/> way of life	<input type="checkbox"/> work ethic
<input type="checkbox"/> home life	<input type="checkbox"/> traditional clothing
<input type="checkbox"/> indigenous people	<input type="checkbox"/> rug weaving and tapestry
<input type="checkbox"/> other (please be specific)	

- 2) After studying Colombian people, culture and society during this unit, what specifically have you learned more about?

<input type="checkbox"/> food	<input type="checkbox"/> the education system
<input type="checkbox"/> way of life	<input type="checkbox"/> work ethic
<input type="checkbox"/> home life	<input type="checkbox"/> traditional clothing
<input type="checkbox"/> indigenous people	<input type="checkbox"/> other (please be specific)

- 3) If another student or person asked you about Mexican or Colombian people, culture and society, what would you share with this person?

- 4) How will you use what you have learned about Mexican and Colombian people, society and culture from this unit in your future?

- 5) What is one thing you will always remember about the unit?
