

TRUMBULL PUBLIC SCHOOLS
TRUMBULL, CONNECTICUT

Curriculum Committee of the
Trumbull Board of Education

Regular Meeting

Thursday, October 20, 2022, 8:30 a.m.
Trumbull High School Main Office Conference Room

AGENDA

- I. Call to Order/Introduction
- II. Public Comment
- III. Approval/Minutes – Regular Meeting 09/22/2022
- IV. New Business
 - a. Grade 6– Reading
 - 1. New Text Approval for Revised Course: Woodson, Jacqueline. *Harbor Me*, 2018.
 - 2. New Text Approval for Revised Course: Lai, Thanhha. *Inside Out & Back Again*, 2011.
 - b. Grade 7–English Language Arts
 - 1. New Text Approval for Revised Course: Alifirenka, Caitlin, et al. *I Will Always Write Back: How One Letter Changed Two Lives*. 2015.
 - c. Grades 9-12– New Curriculum Guide Approval: Jazz Band
 - d. Grades 10-12– New Curriculum Guide Approval: African American, Black, Puerto Rican and Latino Studies

TRUMBULL PUBLIC SCHOOLS TRUMBULL, CONNECTICUT

Curriculum Committee of the Trumbull Board of Education

Regular Meeting

Thursday, September 22, 2022, 8:30 a.m.
Trumbull High School Main Office Conference Room

Minutes

- I. Call to Order/Introduction. The meeting was called to order at 8:30am.

Members Present

M. Petitti, BOE Curriculum Committee Chair
J. McNamee, BOE Member
L. Nuland, BOE Member
S. Iwanicki, Ed.D, administrative designee

- II. Public Comment

Trumbull parent Daniel Durden communicated that at the last meeting, he was interrupted and no corrective action towards the person was taken during the meeting. He furthered that he would be recording meetings moving forward. Mrs. Petitti shared that when staff members are involved, situations are appropriately addressed with school administration outside of a public in which the focus is Curriculum.

- III. Approval/Minutes – Regular Meeting 08/18/2022

Mrs. Petitti motioned to approve the minutes of the August 18th Curriculum Meeting. Mrs. Nuland and Ms. McNamee abstained. The minutes will need to be approved at a later date.

- IV. New Business

- a. Curriculum Guide Revision- Grade 7 & 8 Spanish/Español Level A and B (Level 1)

Spanish Teachers Marianela Castillo and Brenda Tarek presented the updated Curriculum Guide which represents that same coursework completed by high school student in Spanish 1 spread over two years on the middle school level. Their teacher team met to revise the guide with the current text, prioritize standards, coordinate vocabulary and ensure all the tools within the high interest program are being used optimally. Mrs. Petitti noted that the guide was well written and appreciated the time that went into carefully considering each unit. Ms. McNamee asked about native speakers of Spanish and the teachers shared that extensions are provided, particularly in the cultural unit, but that several students while fluent orally, do not have the written language skills which they learn in class. Mrs. Nuland added that the coordination of the component of the curriculum guide—prioritization of standards and alignment of Key

Ideas were well organized. Mrs. Nuland made a motion to accept the Revised Grade 7 & 8 Spanish/Español Level A and B (Level 1) Curriculum Guide and bring it to the full Board for approval. Ms. McNamee seconded and the motion was unanimously approved.

b. Grade 11- American Perspectives- New Text Approval: Butler, Octavia. *Kindred*. 2003

Department Chair Adeline Marzialo shared that *Kindred* is an award-winning novel that explores narratives from different time periods. Written by a female author of color, it gives teachers further depth in choices to select a text based on specific students and learning needs. Mrs. Petitti noted that the book has some sections which may be difficult for students and Ms. McNamee shared that aspects of the book must be taught with great care. Mrs. Marzialo noted that the English Department is adept at developing relationships with students so that content can be taught in appropriate ways that allow students to not only learn about author's craft and style, but to come to their own conclusions as writers and thinkers. Mrs. Nuland added that the novel is high interest and appropriate for students at the eleventh and twelfth grade levels. Mrs. Nuland made a motion to accept the text *Kindred* and bring it to the full Board for approval. Mrs. Petitti seconded. The motion was unanimously agreed to.

c. Updated Dates and Times for the 2022-2023 School Year

A discussion was held to rearrange the dates for the rest of the year and the following were agreed upon:

- October 20th at 8:30am
- November 17 at 8:30am
- December 14th at 8:30am (pending need of the meeting)

Mrs. Petitti made a motion to adjourn the meeting at 9:17am. Mrs. McNamee seconded. . The motion was unanimously agreed to.

**TRUMBULL PUBLIC SCHOOLS
NEW TEXT REVIEW/APPROVAL PROCESS**

Date Submitted: June 23, 2022

Title of Text: *Harbor Me*

Author: Jacqueline Woodson

Publisher: Nancy Paulsen Books; Reprint edition

Year Published: 2020

ISBN Number: 0525515143

Core¹ or Supplemental: Supplemental

Course: Reading

Grade Level: 6

(If applicable) Replaces text: N/A

Rationale for adopting new text: This book embraces 21st century diversity in a text that offers insight into a variety of different cultures, and is told through the voices of 6 different narrators.

Text Description: In this contemporary novel, six kids have to meet for a weekly chat--by themselves, with no adults to listen in. There, they discover it's safe to talk about what's bothering them--everything from Esteban's father's deportation and Haley's father's incarceration to Amari's fears of racial profiling and Ashton's adjustment to his changing family fortunes. When the six are together, they can express the feelings and fears they have to hide from the rest of the world. Together, they can grow braver and more ready for the rest of their lives. Together they forge a connection that will change their lives forever.

Strengths: This is a contemporary book that is age appropriate and has both male and female protagonists. It offers insight into different cultures and teaches a valuable lesson about the power of communication and forging strong bonds.

Weaknesses: Some students may need support as they navigate the multi-voiced narrators.

Submitted by: Emma Balter, English Language Arts Academic Team Leader, Madison Middle School;
Leigh Gabriel, English Language Arts Academic Team Leader, Hillcrest Middle School

Reviewed by: _____
Principal/Designee Date

Assistant Superintendent of Curriculum, Instruction, & Assessments Date

¹ "Core" refers to a resource that must be used by all students for attainment of course goals.

**TRUMBULL PUBLIC SCHOOLS
NEW TEXT REVIEW/APPROVAL PROCESS**

Date Submitted: June 24, 2022

Title of Text: *Inside Out and Back Again*

Author: Thanhha Lai

Publisher: Harper Collins

Year Published: 2013

ISBN Number: ISBN-10 : 0061962791
ISBN-13 : 978-0061962790

Core¹ or Supplemental: Supplemental

Course: Grade 6 Reading

Grade Level: 6

(If applicable) Replaces text:

Rationale for adopting new text: This book embraces 21st century diversity as it addresses a family leaving the war-torn country of Vietnam to relocate to the United States. It is an accessible text that would be a good choice to start the year off.

Text Description: This book tells the story of Hà, a young girl who has only ever known Saigon: the thrills of its markets, the joy of its traditions, and the warmth of her friends close by. But now the Vietnam War has reached her home. Hà and her family are forced to flee as Saigon falls, and they board a ship headed toward hope—toward America.

Strengths: This is a contemporary book that is age appropriate and offers insight into a different culture and teaches a valuable lesson about how we can heal and grow from change..

Weaknesses: The book is written in free verse, which may challenge some students.

Submitted by: Emma Balter, English Language Arts Academic Team Leader, Madison Middle School;
Leigh Gabriel, English Language Arts Academic Team Leader, Hillcrest Middle School

Reviewed by: _____	_____
Principal/Designee	Date
_____	_____
Assistant Superintendent of Curriculum, Instruction, & Assessments	Date
_____	_____
Board of Education Curriculum Committee Member	Date

¹ “Core” refers to a resource that must be used by all students for attainment of course goals.

**TRUMBULL PUBLIC SCHOOLS
NEW TEXT REVIEW/APPROVAL PROCESS**

Date Submitted: May 31, 2022

Title of Text: *I Will Always Write Back*

Author: Caitlin Alifirenka, Martin Ganda

Publisher: Little, Brown and Company

Year Published: 2015

ISBN Number: 978-0-316 -24133-5

Core¹ or Supplemental: Core

Course: Grade 7 Language Arts

Grade Level: 7

(If applicable) Replaces text: *The Adventures of Tom Sawyer*

Rationale for adopting new text: This book embraces 21st century diversity in a nonfiction text that addresses the unique educational experiences of a young man in Zimbabwe and a young woman in the United States. It provides insight into the cultural, social and economic differences between the two countries. Because it is a rich, nonfiction text that includes such commentary, it is an excellent addition to the current grade 7 curriculum. There is also a cross-discipline with grade 7 Social Studies curriculum and its focus on Africa. In addition, it supports the growth mindset service project that the students do in grade 8.

Text Description: This book tells the story of two students in different parts of the world who meet because of a pen-pal assignment. The first letter sent by Caitlin, a 7th grader, reaches Martin, and begins a lifelong friendship between these two very different individuals who become best friends, and whose lives are changed forever because of it.

Strengths: This is a contemporary book that is age appropriate and has both a male and female protagonist. It offers insight into a different culture and teaches a valuable lesson about the power of the written word.

Weaknesses: The book is a bit long at 400 pages which may challenge some students.

Submitted by: Emma Balter, English Language Arts Academic Team Leader, Madison Middle School;
Leigh Gabriel, English Language Arts Academic Team Leader, Hillcrest Middle School

Reviewed by: _____
Principal/Designee Date

¹ "Core" refers to a resource that must be used by all students for attainment of course goals.

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

Jazz Band Curriculum
Grades 9-12

2022

(Last revision date: 2011)

Curriculum Writing Team

Joshua Murphy

Music Teacher, Trumbull High School

Vincent DiScala

Wellness and Fine Arts Department Chair

Susan C. Iwanicki, Ed.D.

Assistant Superintendent

Jazz Band
Grades 9-12
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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

We believe:

Music is an inextricable part of the human experience, and every individual is inherently musical

Every student should be assured a high-quality course of music instruction, taught by qualified music educators.

Music is a pillar of cultural heritage and a means for interdisciplinary learning.

Music is an essential, core subject, and providing a musical education is a necessary part of educating the whole child. Therefore, every student should be offered opportunities to perform, create, respond, and connect musically.

Learning music gives students a mode of artistic expression, a sense of music appreciation, and the tools needed for becoming lifelong musical learners.

All individuals should have the high-quality resources and facilities necessary to achieve success within a challenging curriculum.

INTRODUCTION & PHILOSOPHY

Jazz band is an elective course offered by the Trumbull Public Schools Music Department. This is a half year course that requires an audition to enroll. Jazz band meets two evenings per week. Students actively create, perform, and respond to music. Band students are expected to practice regularly, attend rehearsals, and participate in a number of performances. These performances may include concerts, music festivals/adjudication and other community performances.

The Jazz band is a traditional performing ensemble that is an important part of the school culture and community. Students working cooperatively to perform with woodwind, brass, guitar, and percussion instruments can play a wide range of music in concerts, music festivals and other school and community events. Mastering an instrument and participating in a band program cultivates determination, focus, self-discipline, coordination, critical thinking, pursuit of excellence, personal growth, teamwork, creativity, and expression. The band program gives students an opportunity to perform quality music, improve their playing technique and music content skills, learn to read music notation, enhance their musical awareness and understanding,

make connections to pieces of aesthetic value through performance, appreciate a variety of musical cultures, and promote both independent musicianship and lifelong involvement with music.

COURSE GOALS

The following course goals derive from the 2014 National Core Arts Standards - Music.

MU:Cr1.1.E.IIIa	Creating/Imagine: Compose and improvise musical ideas for a variety of purposes and contexts
ME:Cr2.1.E.8a	Creating/Plan and Make: Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristics of music or text(s) studied in rehearsal.
MU:Cr.w.1.E.IIb	Creating/Plan and Make: Preserve draft compositions and improvisations through standard notation, audio or video recording.
MU:Cr3.1.E.Ia	Creating/Evaluate and Refine: Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.
MU:Cr3.2.E.Ia	Creating/Present: Share personally developed melodies, rhythmic passages, and arrangements - individually or as an ensemble - that address identified purposes.
MU.Pr4.1.E.IIa	Performing/Select: Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
MU.Pr4.2.E.Ia	Performing/Analyze: Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
MU.Pr4.3.E.IIa	Performing/Interpret: Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience.

MU.Pr5.1.E.IIIa	Performing/Rehearse, Evaluate, and Refine: Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music
MU.Pr6.1.E.IIIa	Performing/Present: Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse culture, styles, genres, and historical periods in multiple types of ensembles.
MU.Pr6.1.E.IIIb	Performing/Present: Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepares and improvised performances.
MU.Re7.1.E.IIa	Responding/Select: Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.
MU:Re7.2.E.IIa	Responding/Analyze: Explain how the analysis of structures and contexts inform the response to music.
MU:Re8.1.E.IIa	Responding/Interpret: Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, context, (when appropriate) the setting of the text, and varied research sources.
MU:RE9.1.E.Ia	Responding/Evaluate: Evaluate works and performances based on personally or collaboratively-developed criteria, including analysis of the structure and context.
MU:Cn10.0.H.IIIa	Connecting (synthesis; personal/individual): Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music
MU:Cn11.0.T.IIIa	Connecting (relating): Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

COURSE ENDURING UNDERSTANDINGS

Students will understand that...

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria
- Musicians' presentation of creative work is the culmination of a process of creation and communication
- Performer's interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire
- Analyzing creator's context and how they manipulate elements of music provides insight into their intent and informs performance
- Performers make interpretive decisions based on their understanding of context and expressive intent
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria
- Musicians judge performance based on criteria that vary across time, place, and cultures.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

COURSE ESSENTIAL QUESTIONS

- How do musicians improve the quality of their performance?
- How do performers interpret musical works?
- When is a performance judged ready to present?
- How do individuals choose music to experience?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do musicians generate creative ideas?
- How do musicians make creative decisions?

COURSE KNOWLEDGE & SKILLS

- Students will know . . .
 - How to improve their ability to hear and identify music concepts such as tone quality, intonation, intervals, melody, harmony, text, and balance.
 - How to improve their ability to play an instrument.
 - The details of the music they perform in terms of history, composition, structure, form, purpose, and context
 - How to demonstrate musical citizenship within the ensemble, the school, the greater community, and throughout life.
- Students will be able to . . .
 - Practice, rehearse, and perform music, alone or with others, from a varied repertoire of musical styles, cultures, and time periods in a variety of settings.
 - Gain skills needed for participation in college and community bands after high school.
 - Develop aural skills and music theory concepts within the context of jazz improvisation and large ensemble repertoire
 - Demonstrate large and small ensemble skills by studying performance practices of many jazz styles, with a focus on swing, bebop, and hard-bop
 - Take ownership of their musical role within the group and appreciate that their effort and determination can result in rewarding and unforgettable musical experiences which enrich their lives.
 - Perform a wide variety of historically significant repertoire of multiple styles
 - Improve technical skills such as posture, tone quality, articulation, rhythm, breathing, phrasing, expression, scales, rudiments, and essentials of good musicianship.

COURSE SYLLABUS

Course Name

Jazz Band

Level

ACP

Prerequisites

This course is intended for students in grades 9-12 with prior elementary and/or middle school experience on a traditional jazz band instrument, including instruments such as: saxophone, trumpet, trombone, Piano, Guitar, Drum set, and Bass Guitar. An audition is required for entrance to this ensemble.

General Description of the Course

The Jazz Band is open to students who play a brass, woodwind, or percussion instrument. This course will provide instruction in playing these instruments and provide opportunities for performance. Students will continue developing playing technique, rhythm counting, improvisation, jazz styles, reading musical notation, rehearsal etiquette, music theory knowledge, and other skills required to perform in this ensemble. This ensemble will perform at all instrumental concerts in the second semester and selected Concert Festivals. Students will also be offered the opportunity to participate in the CMEA Western Region and All-State festivals.

Assured Assessments

Formative Assessments:

- Playing Assessments
- Class Participation
- Performance Reflections
- Professional Musician Review
- Concert Review
- Music Theory Worksheets

Summative Assessments:

- Performances
- Playing Assessments
- Final Examination

Supplemental Texts

- Jazz Band music
- Additional Scale Supplemental texts as necessary
- Additional Rhythm Supplemental texts as necessary
- Additional Instrumental technique supplements as necessary

- Additional Improvisational supplements as necessary
- Additional Jazz Stylistic interpretation supplements as necessary

UNIT 1

Skill Development, Spring Concert Preparation and Performance

Unit Goals

At the completion of this unit, students will:

MU.Pr4.1.E.IIa	Performing/Select: Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
MU.Pr4.2.E.Ia	Performing/Analyze: Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
MU.Pr4.3.E.IIa	Performing/Interpret: Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience.
MU.Pr5.1.E.IIIa	Performing/Rehearse, Evaluate, and Refine: Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music
MU.Pr6.1.E.IIIa	Performing/Present: Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse culture, styles, genres, and historical periods in multiple types of ensembles.

MU.Pr6.1.E.IIIb

Performing/Present: Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances.

MU:Re7.2.E.IIa

Responding/Analyze: Explain how the analysis of structures and contexts inform the response to music.

MU:RE9.1.E.Ia

Responding/Evaluate: Evaluate works and performances based on personally or collaboratively-developed criteria, including analysis of the structure and context.

Unit Essential Questions

- How do musicians improve the quality of their performance?
- How do performers interpret musical works?
- When is a performance judged ready to present?

Unit Scope and Sequence

- Concert Preparation
- Sight reading appropriate sheet music, grade 2-3
- Rehearsing music appropriate to the group
- Listening to model recordings and related works
- Ensemble timing, articulation, balance, blend, intonation, and expressive playing
- Personal and Ensemble reflection
- Non-Verbal Communication with Conductor
- Idiomatic Jazz Styles
- Improvisational Technique
- Blues Form
- Major, Minor, Dominant 7th Chords
- Rehearsal expectations and etiquette, procedures, practice habits,
- Expressive Dynamics ranging from Pianissimo to Fortissimo
- Expressive Accents and Articulations

Unit Assured Assessments

Formative Assessments:

Students will prepare several portions of their music to perform for the teacher. They will be given instruction in class, as well as personalized goals for achievement. Assessments will vary weekly between individual, small, and large groups.

Students will also be assessed daily on their participation and preparation for the course. As this is a performance ensemble, they will be required to bring their instrument, sheet music, and folder to class each day. They will also be required to follow rehearsal etiquette and offer feedback during the rehearsal process.

Students will also be required to fill out performance reflections following each concert to reflect on the performance of themselves as well as their peers in relation to our rehearsals and seek areas for improvement.

Summative Assessments:

Students will perform at the Spring Concert. This performance will serve as the summation of all of our work and practice throughout this unit. Students will be required to perform with 100% note and rhythmic accuracy as well as portray many levels of expression which we have studied in class.

Students will be required to record all of their music, either through audio or video, and submit it to the teacher for assessment. This should be performed with the same quality that is expected at the concert.

Resources

Core

- Concert Music

Supplemental

- Rhythm supplements
- Full Ensemble Warmups
- Scale Supplements
- Instrumental Technique Supplements
- Improvisational Supplements
- Jazz Style Supplements

Time Allotment

- Approximately 8-10 Weeks

UNIT 2

Pops Concert Preparation and Performance

Unit Goals

At the completion of this unit, students will:

MU.Pr4.1.E.IIa	Performing/Select: Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
MU.Pr4.2.E.Ia	Performing/Analyze: Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
MU.Pr4.3.E.IIa	Performing/Interpret: Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience.
MU.Pr5.1.E.IIIa	Performing/Rehearse, Evaluate, and Refine: Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music
MU.Pr6.1.E.IIIa	Performing/Present: Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse culture, styles, genres, and historical periods in multiple types of ensembles.
MU.Pr6.1.E.IIIb	Performing/Present: Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances.

MU:Re7.2.E.IIa

Responding/Analyze: Explain how the analysis of structures and contexts inform the response to music.

MU:RE9.1.E.Ia

Responding/Evaluate: Evaluate works and performances based on personally or collaboratively-developed criteria, including analysis of the structure and context.

Unit Essential Questions

- How do musicians improve the quality of their performance?
- How do performers interpret musical works?
- When is a performance judged ready to present?

Unit Scope and Sequence

- Concert Preparation of music grades 3-4.5
- Sight reading appropriate sheet music, grade 3-3.5
- Rehearsing music appropriate to the group
- Listening to model recordings and related works
- Ensemble timing, articulation, balance, blend, intonation, and expressive playing
- Personal and Ensemble reflection
- Non-Verbal Communication with Conductor
- Idiomatic Jazz Styles
- Rehearsal expectations and etiquette, procedures, practice habits
- Improvisational Technique
- Major, Minor, Dominant, Half Diminished, and Diminished 7th Chords
- Bb, F, C, G, D, Eb Blues Scales
- Expressive Dynamics ranging from pianissimo to fortissimo
- Expressive and stylistically appropriate Accents and Articulations
- Reading and demonstrating complex rhythms up to and including 8th notes, triplets, and rests.

Unit Assured Assessments

Formative Assessments:

Students will prepare several portions of their music to perform for the teacher. They will be given instruction in class, as well as personalized goals for achievement. Assessments will vary weekly between individual, small, and large groups.

Students will also be required to listen to several recordings of professionals who play the same instrument as them and reflect on their performance. Students will be asked to draw on their own personal musical experiences up to this point and reflect on how their own playing can be improved by adopting techniques gleaned from these recordings.

Students will also be assessed daily on their participation and preparation for the course. As this is a performance ensemble, they will be required to bring their instrument, sheet music, and folder to class each day. They will also be required to follow rehearsal etiquette and offer feedback during the rehearsal process.

Summative Assessments:

Students will perform at the Pops Concert. This performance will serve as the summation of all of our work and practice throughout this unit. Students will be required to perform with 100% note and rhythmic accuracy as well as portray many levels of expression which we have studied in class.

Students will be required to record all of their music, either through audio or video, and submit it to the teacher for assessment. This should be performed with the same quality that is expected at the concerts.

Resources

Core

- Concert Music

Supplemental

- Rhythm supplements
- Scale Supplements
- Full Ensemble Warmups
- Instrumental Technique Supplements
- Improvisational Supplements
- Jazz Style Supplements

Time Allotment

- Approximately 8-10 Weeks

CREDIT

One half credit in the Arts
Two evenings per week during Semester Two

PREREQUISITES

This course is intended for students who have completed at least two years of previous playing experience on a traditional jazz band instruments and have previous jazz experience. These include Saxophone, Trumpet, Trombone, Piano, Bass guitar, Electric Guitar, and Drum Set.

CURRENT REFERENCES

- National Association for Music Education - *National Association for music EDUCATION (NAFME)*. NAFME. (2021, April 19). <https://nafme.org/>.
- National Core Arts Standards Website - *2014 music standards*. NAFME. (2021, April 1). <https://nafme.org/my-classroom/standards/core-music-standards/>.
- Youtube website - Videos of performances etc. - Youtube.com
- Sueta, Ed. *Rhythm Vocabulary Charts for Effective Rhythmic Development*. Macie Publishing. Bloomfield, NJ:1985
- JW Pepper Music Company Website - www.jwpepper.com

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Writing Rubric
- Trumbull High School School-Wide Independent Learning and Thinking Rubric
- Jazz Band Participation Rubric
- CMEA High School Scales Rubric
- CMEA High School Solo Rubric
- Final Examination Grading Criteria

Trumbull High School School-Wide Writing Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Purpose X_____	Student work: <ul style="list-style-type: none"> Establishes and maintains a clear purpose Demonstrates an insightful understanding of audience and task 	Student work: <ul style="list-style-type: none"> Establishes and maintains a purpose Demonstrates an accurate awareness of audience and task 	Student work: <ul style="list-style-type: none"> Establishes a purpose Demonstrates an awareness of audience and task 	Student work: <ul style="list-style-type: none"> Does not establish a clear purpose Demonstrates limited/no awareness of audience and task
Organization X_____	<ul style="list-style-type: none"> Reflects sophisticated organization throughout Demonstrates logical progression of ideas Maintains a clear focus Utilizes effective transitions 	<ul style="list-style-type: none"> Reflects organization throughout Demonstrates logical progression of ideas Maintains a focus Utilizes transitions 	<ul style="list-style-type: none"> Reflects some organization throughout Demonstrates logical progression of ideas at times Maintains a vague focus May utilize some ineffective transitions 	<ul style="list-style-type: none"> Reflects little/no organization Lacks logical progression of ideas Maintains little/no focus Utilizes ineffective or no transitions
Content X_____	<ul style="list-style-type: none"> Is accurate, explicit, and vivid Exhibits ideas that are highly developed and enhanced by specific details and examples 	<ul style="list-style-type: none"> Is accurate and relevant Exhibits ideas that are developed and supported by details and examples 	<ul style="list-style-type: none"> May contain some inaccuracies Exhibits ideas that are partially supported by details and examples 	<ul style="list-style-type: none"> Is inaccurate and unclear Exhibits limited/no ideas supported by specific details and examples
Use of Language X_____	<ul style="list-style-type: none"> Demonstrates excellent use of language Demonstrates a highly effective use of standard writing that enhances communication Contains few or no errors. Errors do not detract from meaning 	<ul style="list-style-type: none"> Demonstrates competent use of language Demonstrates effective use of standard writing conventions Contains few errors. Most errors do not detract from meaning 	<ul style="list-style-type: none"> Demonstrates use of language Demonstrates use of standard writing conventions Contains errors that detract from meaning 	<ul style="list-style-type: none"> Demonstrates limited competency in use of language Demonstrates limited use of standard writing conventions Contains errors that make it difficult to determine meaning

Trumbull High School School-Wide Independent Learning and Thinking Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Proposal x_____	Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work.	Student demonstrates initiative by generating appropriate questions, creating original projects/work.	Student demonstrates some initiative by generating questions, creating appropriate projects/work.	Student demonstrates limited or no initiative by generating few questions and creating projects/work.
Independent Research & Development x_____	Student is analytical, insightful, and works independently to reach a solution.	Student is analytical, and works productively to reach a solution.	Student reaches a solution with direction.	Student is unable to reach a solution without consistent assistance.
Presentation of Finished Product x_____	<p>Presentation shows compelling evidence of an independent learner and thinker.</p> <p>Solution shows deep understanding of the problem and its components.</p> <p>Solution shows extensive and appropriate application of 21st Century Skills.</p>	<p>Presentation shows clear evidence of an independent learner and thinker.</p> <p>Solution shows adequate understanding of the problem and its components.</p> <p>Solution shows adequate application of 21st Century Skills.</p>	<p>Presentation shows some evidence of an independent learner and thinker.</p> <p>Solution shows some understanding of the problem and its components.</p> <p>Solution shows some application of 21st Century Skills.</p>	<p>Presentation shows limited or no evidence of an independent learner and thinker.</p> <p>Solution shows limited or no understanding of the problem.</p> <p>Solution shows limited or no application of 21st Century Skills.</p>

Jazz Band Participation Rubric

5

- Arrives prepared to class with all materials
- Follows class guidelines and participates in the flow of rehearsal
- Offers insightful feedback to the ensemble
- Respects and actively listens while others are performing

4

- Arrives prepared to class with all materials
- Follows class guidelines and participates in the flow of rehearsal
- Sometimes offers feedback to the ensemble
- Respects and listens to others' ideas/opinions

3

- Rarely participates in class discussions, but will offer relevant statements when called upon by instructor
- Rarely responds to other students' ideas
- Rarely offers textual support for ideas
- Sometimes distracted or inattentive to others' ideas/opinions

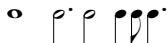




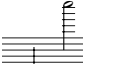
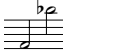
























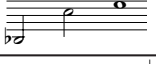
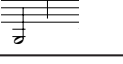
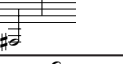
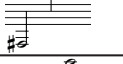
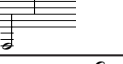

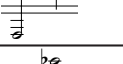
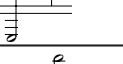
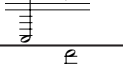

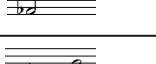
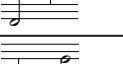

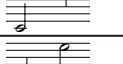
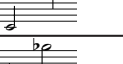





2

- Fails to participate in class discussions, even when called upon by instructor
- Does not respond to other students' ideas
- Does not reference textual examples as support
- Distracted or inattentive to others' ideas/opinions

1

- Does not have necessary materials for participation
- Disruptive during class discussion
- Disrespectful to others' opinions/ideas

American Band College Music Grading Chart

Grade	1	2	3	4	5
Meter	Simple: 2/4, 3/4, 4/4, C, C	2/4, 3/4, 4/4, C, C, 6/8 (easy compound)	2/4, 3/4, 4/4, C, C, 6/8, 9/8, easy changing/asymmetrical meter	Add: 3/8, 6/8, 9/8, asymmetrical (5/8, 7/8), changing meter	Any meter or combination of meter.
Key Signature	One to three flats (Key of C-end of year)	None to four flats	None to five flats	One sharp to six flats	Any key
Tempo	Andante-Moderato (72-120)	Andante-Allegro (72-132) ritard, accel.	Largo-Allegro (56-144) ritard, accel., rall.	Largo-Presto (44-168) ritard, accel., rall.	Largo-Prestissimo (44-208) ritard, accel., rall.
Note/Rest Value		As in Grade 1 plus simple 16th note patterns and triplets	All values in duple excluding complex syncopation plus easy compound rhythms.	All values in duple All values in compound	Complex duple and compound rhythms
Rhythm	Simple; mostly unison rhythm (dotted rhythm end of year)	Add simple syncopation & well-prepared dotted rhythms. More use of non-unison rhythms.	Basic duple and triple syncopation, dotted rhythms.	All rhythms except complex compound or complex 16th note syncopation.	All rhythms
Dynamics	<i>p</i> to <i>f</i>	<i>p</i> , <i>mp</i> , <i>mf</i> , <i>f</i> short cresc, decresc.	<i>pp</i> to <i>ff</i> cresc., decresc., sfz, fp	<i>ppp</i> to <i>fff</i> broad cresc, decresc.	<i>ppp</i> to <i>fff</i> , cross dynamics, broad cresc., decresc.
Articulation	Attack, release, slurs, staccato, accent	Attack, release, slurs, staccato, accent, legato	Attack, release, slurs, staccato, accent, legato, tenuto.	Two or more articulations simultaneous in the ensemble.	All forms of articulation.
Ornaments	None	Simple trills and single grace notes.	Trills with entry or exit grace notes, double or triple grace note figures.	Trills, turns, mordents	Trills, turns, mordents
Scoring	Limited color combinations (clar-tp, sax-tp) Very limited part division within sections	Independent contrapuntal lines, limited exposed parts, 1 (possibly 2) horn parts.	Solos (fl, cl, sax, tpt, bar) Exposed woodwind or brass. 2-part horns.	Full range of instrumentation, exposed parts for any instrument.	Full range of instrumentation, exposed parts for any instrument, multiple solo/contrapuntal lines.
Length	1 to 3 minutes	2 to 5 minutes	3 to 7 minutes	6 minutes +	Any length
Things to Avoid	Exposed solos, divisi tbn or horn parts, clarinet crossing the break, frequent meter changes, key changes, changing syncopated rhythms.	Frequent key changes, frequent meter changes, wide range for 3rd parts.	Extreme low and high registers, technical playing for 3rd players. Difficult oboe or bassoon solos.	Extremes of range	Limited only by player ability.
Percussion Usage	Pitched: bells. Non-pitched: triangle, tambourine, cymbals, woodblock, snare, bass drum. Limited use of special effects.	Add: Pitched: chimes, xylophone. Non-pitched: timpani. Special effects on cymbals.	All common non-pitched Latin and traditional percussion. Limit range of special effects.	All instruments. Wide range of special effects.	All instruments. Wide range of special effects with diverse requirements for each member of section.
Flute Whole notes indicate end-of-year, advanced range.					
Oboe					
Bassoon Whole notes indicate end-of-year, advanced range.					
Clarinet Whole notes indicate end-of-year, advanced range.					
Alto/Bass Clarinet Whole notes indicate end-of-year, advanced range.					
Saxophones Whole notes indicate end-of-year, advanced range.					
Trumpet Whole notes indicate end-of-year, advanced range.					
Horn Whole notes indicate end-of-year, advanced range.					
Trombone/Baritone					
Tuba					

Revised 3/1/00

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

African American/Black and Puerto Rican/Latino Course of Studies

2022

Social Studies Elective Grades 10-12

Curriculum Writing Team

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Assistant Superintendent

African American/Black and Puerto Rican/Latino Course of Studies

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

The African American/Black and Puerto Rican/Latino Course of Studies is a one credit, year-long elective in which students will consider the scope of African American/Black and Puerto Rican/ Latino contributions to U.S. history, society, economy, and culture. It utilizes Connecticut's Social Studies Framework themes and inquiry-based approach already familiar to social studies teachers to deliver a content rich and personalized learning experience. The course is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black and Puerto Rican/Latino people in the U.S. Students will examine how historical movements, legislation, and wars affected the citizenship rights of these groups and how they, both separately and together, worked to build U.S. cultural and economic wealth and create more just societies in local, national, and international contexts. Coursework will provide students with tools to identify historic and contemporary tensions around race and difference; map economic and racial disparities over time; strengthen their own identity development; and address bias in their communities. This course will contribute to the critical consciousness and civic-minded competencies of a twenty-first century graduate, and ultimately facilitate students' interest in pursuing further ethnic, anthropology, or human rights studies in the future.

COURSE GOALS

The following course goals derive from the 2010 Connecticut Core Standards.

HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical context

HIST 9–12.3 Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

HIST 9–12.6 Analyze the ways in which the perspective of those writing history shaped the history that they produced.

GEO 9–12.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.

GEO 9-12.8 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.

HIST 9-12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts

HIST 9-12.7 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

GEO 9-12.5 Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

CIV 9-12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

HIST 9-12.3 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras

HIST 9-12.12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past

CIV 9-12.3 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.

HIST 9-12.4 Analyze how historical contexts shaped and continue to shape people's perspectives (e.g., immigration, labor, the role of women).

INQ 9-12.8 Identify evidence that draws information directly and substantially from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

HIST 9-12.4 Analyze how historical contexts shaped and continue to shape people's perspectives. (e.g., immigration, labor, the role of women).

HIST 9-12.6 Explain how the perspectives of people in the present shape interpretations of the past.

CIV 9-12.1 Analyze the role of citizens in the U.S. political system, and the theory and practice of democracy in America.

CIV 9-12.2 Evaluate the effectiveness of citizens and institutions in solving social and political problems.

INQ 9-12.8 Identify evidence that draws information directly and substantially from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

HIST 9-12.6 Explain how the perspectives of people in the present shape interpretations of the past.

CIV 9-12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. Dimension 4 Communicating concluding and taking informed action

INQ 9-12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

CIV 9-12.5 Analyze how societies institute change in ways that both promote and hinder the common good and that protect and violate citizens' rights.

HIST 9-12.3 Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical account.

HIST 9-12.4 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

HIST 9-12.10 Detects possible limitations in various kinds of historical evidence and differing secondary interpretations.

GEO 9–12.5 Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population

WHIST 9-12.6 Analyze the way in which the perspective of those writing history shaped the history that they produced.

GEO 9–12.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.

USHIST 9-12.12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

HIST 9–12.4 Analyze how historical contexts shaped and continue to shape people’s perspectives (e.g., immigration, labor, the role of women).

CIV 9–12.3 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.

CIV 9–12.2 Evaluate the effectiveness of citizens and institutions in solving social and political problems.

ECO 9-12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

HIST 9-12.5 Analyze how historical contexts shaped and continue to shape historical contexts.

HIST 9–12.7 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the times.

CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions to address social and political problems.

HIST 9-12.16 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

GEO 9–12.5 Analyze the reciprocal nature of how historical events and the spatial diffusion human population.

GEO 9-11.06 Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban and rural regions.

COURSE ENDURING UNDERSTANDINGS

Students will ...

UNDERSTAND the construct of race and why and how it was developed.

INVESTIGATE the evolution and development of African American/Black and Puerto Rican/Latino identities, including intersections with Indigenous and other identities.

ANALYZE how race, power, and privilege influence group access to citizenship, civil rights, and economic power.

EXAMINE the scope and legacy of resistance that has been integral to African American, Black, Puerto Rican, and Latino(a) histories.

ARTICULATE the integral role African American, Black, Puerto Rican, and Latino(a) communities have played in shaping U.S. society, economy, and culture.

REIMAGINE new possibilities and more just futures for our country and our world drawn from the legacy of African American/Black and Puerto Rican/ Latino experiences, intellectual thought, and culture.

EXPLORE local and regional African American/ Black and Puerto Rican/Latino communities and compare/contrast them with national histories.

EXAMINE examples of African American/Black and Puerto Rican/Latino action in addressing issues impacting their communities.

IDENTIFY resources and opportunities for active engagement, learning, and civic responsibility.

USE the inquiry cycle to take informed action.

COURSE ESSENTIAL QUESTIONS

EQ1 RACIAL FORMATIONS How and why was the concept of race constructed? What is its impact on African American/Black and Puerto Rican/Latino people?

Q2 DIASPORAS Who and what are the diverse people, places, and time periods that African American/Black and Puerto Rican/Latino include? What are the stories of the African, Black, Puerto Rican, and Latino(a) diasporas?

EQ3 POWER What do African American, Black, Puerto Rican and Latino(a) histories reveal about the United States, its foundation, and how power is structured today?

EQ4 FREEDOM, JUSTICE, RESISTANCE How have African American, Black, Puerto Rican and Latino(a) people fought for freedom and justice throughout history and today, and in what ways have their struggles been in solidarity with various other groups?

EQ5 SOCIETY, ECONOMY, AND CULTURE How and in what ways have African American, Black, Puerto Rican and Latino(a) people shaped American society, economy, and culture?

EQ6 RADICAL IMAGINATIONS What do African American, Black, Puerto Rican, and Latino(a) histories and cultures teach us about radically reimagining new possibilities and more just futures?

EQ7 SPACE AND PLACE In what ways have geographies shaped history, as well as been shaped by it? What are the African American/Black and Puerto Rican/Latino histories of our region, and how do they relate to broader histories?

EQ8 AGENCY AND CIVIC ENGAGEMENT In what ways have African American/Black and Puerto Rican/Latino people demonstrated agency in developing organizations and strategies to address pressing issues in their communities? How can young people take informed action to address pressing issues in their own communities?

COURSE KNOWLEDGE & SKILLS

Semester 1

Students will ...

- Examine the impact of various aspects of African culture and world civilizations in the past and present.
- Analyze the factors that have contributed to racialized global conflict and change in the modern world.
- Develop a positive and accurate identity, including an awareness of and comfort with ones' membership in multiple groups in society.
- Analyze how Africans, African Americans, and their descendants have struggled to gain freedom, equality, and social justice.
- Explore the ways in which slavery was embedded in legislation.
- Investigate how multiple racial and cultural perspectives influence the interpretation of slavery.
- Examine how Africans and African descendants worked individually and collectively to spark revolutionary change to their existence.
- Explore various perspectives of enslavement from free and enslaved Africans.
- Analyze the impact of the cotton economy on the development of the domestic slave trade.
- Examine how Africans and African descendants worked individually and collectively to spark revolutionary change to their existence.
- Explore the Reconstruction politics through literature and other accounts from primary documents and impact on Whites and Blacks.
- Identify tactics, mission, and accomplishments of major groups involved in the movement for equality.
- Investigate the causes, consequences, and historical context of key events in this time period.
- Evaluate how individuals, groups, and institutions in the United States have both promoted and hindered people's struggle for freedom, equality, and social justice.
- Analyze the role of the federal government in supporting and inhibiting various 20th century civil rights movements.
- Analyze the role of women of color in the women's rights movement.
- Examine the impact of class and gender on how the Black community is shaped by a variety of identities, communities, and perspectives.
- Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
- Reimagine new possibilities and more just futures for our country and our world drawn from the common good, and protecting rights.
- Examine the impact of class and gender on how the Black community is shaped by a variety of identities, communities, and perspectives.
- Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.
- Reimagine new possibilities and more just futures for our country and our world drawn from the legacy of African American/Black experiences, intellectual thought, and culture.

Semester 2

Students will ...

- Explore Latinos' and Puerto Ricans' identity.
- Examine the collective and individual identities of Latinos and Puerto Ricans and demonstrate understanding of how this influences the perception and realities of Latino and Puerto Rican.
- Explore Latinos' understanding of race.
- Understand how Latinos "show up in the color line that created a Black and White bin".
- Examine Puerto Rican Migration.
- Learn about the strengths and contributions of the African diaspora in Latin America and in the Caribbean
- Explore different perspectives on how the Natives were treated by the Europeans and the voices like Bartolomeo de las Casas, who left a single perspective of this historical encounter behind.
- Explore various forms of anti-Latino treatment such as scientific experiments in Puerto Rico and Guatemala, and language suppression.
- Become more aware of the contributions of Latino people to American history in spite of oppression.
- Explore how colonialism impacted the development of Latin America societies during a period of social, economic "transformation."
- Examine and interpret how Latin Americans and Puerto Ricans constructed and interpreted racial, ethnic, class, and gender identities as a result of historic and economic experiences of enslaved Africans in Latin America and in Puerto Rico.
- Investigate the ways in which United States relations with Puerto Rico and Latin America help or hinder social and economic growth.
- Examine the specific role of Indigenous, Spaniards, and Africans in the formation of the Puerto Rican Nation.
- Evaluate how severe economic policies impact the economic growth of Puerto Rican and Latin America currently.
- Explore the Latinos' fight for independence against Spain.
- Explore the nationalist movements against dictatorial/non-democratic leaders in the 20th century.
- Analyze the power structures within the United States that influence oppressing the people and voices of the Latino world.
- Examine the arts as a form of resistance, strength, and community.
- Analyze reasons that individuals from Puerto Rico and other Latin Americans migrated to Connecticut.
- Explore the accomplishments and contributions of these individuals and their descendants to Connecticut history and culture.
- Understand and examine the misconceptions and negative beliefs that have been normalized and excluded the contributions of Latinos and Puerto Ricans.

COURSE SYLLABUS

Course Name

African American/Black/Puerto Rican and Latino Studies

Level

Elective

Prerequisites

Successful completion of grade 9 Global Civilizations

General Description of the Course

The African American/Black and Puerto Rican/Latino Course of Studies is a one credit, year-long elective in which students will consider the scope of African American/Black and Puerto Rican/ Latino contributions to U.S. history, society, economy, and culture. It utilizes Connecticut's Social Studies Framework themes and inquiry-based approach already familiar to social studies teachers to deliver a content rich and personalized learning experience. The course is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaborations of African American/Black and Puerto Rican/Latino people in the U.S. Students will examine how historical movements, legislation, and wars affected the citizenship rights of these groups and how they, both separately and together, worked to build U.S. cultural and economic wealth and create more just societies in local, national, and international contexts. Coursework will provide students with tools to identify historic and contemporary tensions around race and difference; map economic and racial disparities over time; strengthen their own identity development; and address bias in their communities. This course will contribute to the critical consciousness and civic-minded competencies of a twenty-first century graduate, and ultimately facilitate students' interest in pursuing further ethnic, anthropology, or human rights studies in the future.

Assured Assessments

Formative Assessments:

- Journal Entries
- Personal Identity Flag Assignment
- Christopher Columbus Mock Trial
- Identity Poem Assignment
- Latin American Revolution Activity
- Latino Poster Assignment
- Class Participation

Summative Assessments:

- Black Member of Congress Museum Exhibit
- End of Unit Exit Tickets
- Indigenous American Museum Project
- Status of Puerto Rico Assignment
- Interview Assignment
- Radical Imagination Through the Arts Assignment

SEMESTER 1: FOCUS ON AFRICAN AMERICAN/ BLACK HISTORY

UNIT 1

Where We Come From: Introduction to African Origins and Contributions of Ancient African Empires to World Civilizations and the African Diaspora (500 B.C.E. to 1600)

Performance Standards

- HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical context.
- HIST 9–12.3 Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
- **HIST 9–12.6 Analyze the ways in which the perspective of those writing history shaped the history that they produced.**
- GEO 9–12.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.
- GEO 9-12.8 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.

Unit Essential Questions

- What impact did the people of Ancient Africa have on early and modern civilizations?
- Why has this impact been largely ignored through much of history?
- How has the concept of race been socially constructed over time?

Essential Understandings

- Collectively, there are aspects of Ancient Africa that impact modern civilization (i.e. Ancient Egypt).
- Due to the racial and the ethnic representation of those in power, Ancient African history has not held the same value as other groups in the United States.
- The concept of race is manufactured and has changed over time by society.

Content (Scope and Sequence)

- 1.0 Course Introduction
- 1.1 African Origins
- 1.2 African Empires to the Demise of Songhai
- 1.3 The Moors
- 1.4 The Social Construction of Race and the Transatlantic Slave Trade

Academic or Key Vocabulary

- “Safe Space”
- Mali
- Benin
- Nefertiti

Unit Assured Assessments

- Social Identity Wheel

<https://sites.lsa.umich.edu/inclusive-teaching/wp-content/uploads/sites/732/2020/07/Social-Identity-WheelDefinitions.pdf>

- Personal Identity Wheel
<https://sites.lsa.umich.edu/inclusive-teaching/personal-identity-wheel/>
- Scavenger Hunt of Ancient Egypt
https://docs.google.com/presentation/d/1PfJKPznMItaowddp7kQjuBxNyfg9HhWZwOZ_Zj_v312k/edit#slide=id.gecc1e3e0a3_0_107
- Untold Story of Native American Enslavement Podcast Assignment
<https://www.npr.org/2017/11/20/565410514/an-american-secret-the-untold-story-of-native-american-enslavement>
- Slave Voyages Database Assignment
https://www.slavevoyages.org/?xid=PS_smithsonian

Time Allotment

Early-Mid September (2.5 weeks/12 days)

UNIT 2

How African Americans Persisted: Slavery and Freedom Stories of Resistance and Agency
(1619 to 1819)

Unit Goals

HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts

HIST 9–12.7 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

GEO 9–12.5 Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

CIV 9–12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights

Unit Essential Questions

- How were some Africans from the global diaspora able to assert their agency to resist slavery; why were other Africans unable to do this?

Essential Understandings

- There are various themes of enslavement and forms of resistance to the institution of slavery.

Content (Scope and Sequence)

- 2.1 Slavery and Freedom in Their Own Words
- 2.2 Agency and Resistance: Fort Mose and Haiti
- 2.3 Understanding Slavery as an Institution in Connecticut: Laws and Census Data

Academic or Key Vocabulary

- Five Themes of Slavery
- Fort Mose
- Toussaint Louverture
- Nero Hawley

Unit Assured Assessments

Five Themes of Slavery/CT Black Governors Assignment

<https://museumofcthistory.org/connecticuts-black-governors/>

Haitian Revolution Assignment

https://www.teachingforchange.org/wp-content/uploads/2012/07/Haiti-History_1.pdf

Nero Hawley (Trumbull, CT) Assignment

<https://hawleysociety.org/biographies/nero-hawley/>

Time allotment

Mid-Late September (1.5 weeks/8 days)

UNIT 3

Black Literacy, Organizations, and Liberation (1820-1865)

Unit Goals

HIST 9–12.3 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras

HIST 9–12.12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past

Unit Essential Questions

- When is resistance and/or revolution justified/glorified/condemned?
- How effective were the actions of abolitionists and the slave rebellions of this period?
- Are individual contributions or collective efforts more effective in actualizing social change?

Essential Understandings

- Resistance to injustice can consist of various methods.
- Abolitionists emerged from several social, economic and ethnic backgrounds.
- The struggle for social change is an ongoing challenge that continues in the modern world.

Content (Scope and Sequence)

- 3.1 The Age of Abolition: The Gradualist Period (1800 to 1830)
- 3.2 The Militant Period (1830 to 1840)
- 3.3 The Early & Late Political Periods (1840 to 1860)

Academic or Key Vocabulary

- Denmark Vesey
- Underground Railroad

- Harriet Tubman
- Fredrick Douglass
- Abolitionists
- Amistad
- Bleeding Kansas
- John Brown
- Emancipation Proclamation

Unit Assured Assessments

Denmark Vesey Conspiracy Assignment

<https://teachinghistory.org/history-content/beyond-the-textbook/24126>

Black Churches in CT/Underground Railroad Assignment

The Abolitionists: Frederick Douglass and Harriet Tubman Assignment

<https://edsitement.neh.gov/lesson-plans/harriet-tubman-and-underground-railroad>

<https://www.history.com/topics/black-history/frederick-douglass>

Flag Assignment

Amistad Assignment

<https://www.archives.gov/education/lessons/amistad>

CT African American Volunteers in the Civil War Assignment

<https://connecticuthistory.org/the-29th-regiment-connecticut-volunteers-fought-more-than-one-war/>

Robert Smalls Assignment

<https://www.blackpast.org/african-american-history/smalls-robert-1839-1915/>

Time allotment

October (3 weeks/15 days)

UNIT 4

Long, Long History for Equality (1865- 1915)

Unit Goals

CIV 9–12.3 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.

HIST 9–12.4 Analyze how historical contexts shaped and continue to shape people's perspectives (e.g., immigration, labor, the role of women).

INQ 9–12.8 Identify evidence that draws information directly and substantially from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

Unit Essential Questions

- How was Reconstruction a success or failure?
- How did Reconstruction impact Africans, African Americans, and Blacks?

Essential Understandings

- Reconstruction was a continuation of the American Civil War.
- Former slaves adapted to challenging conditions after emancipation.

Content (Scope and Sequence)

- 4.1 The African American Experience During the Reconstruction Era (1865-1877)
- 4.2 The African American Experience in the Years Following Reconstruction (1877-1898)
- 4.3 The Struggle Against Jim Crow
- 4.4 The Education and Entrepreneurship of Blacks

Academic or Key Vocabulary

- Exodusters
- Jim Crow
- Booker T. Washington
- W.E.B. DuBois
- Sharecropping

Unit Assured Assessments

Black Americans in Congress Assignment

<https://history.house.gov/People/Search?Term=Search&SearchIn=LastName&ShowNonMember=true&ShowNonMember=false&Office=&Leadership=&State=&Party=>

African Americans Westward Migration Assignment

<https://dp.la/primary-source-sets/exodusters-african-american-migration-to-the-great-plains>

Photo Analysis Assignment

<https://www.loc.gov/classroom-materials/jim-crow-segregation/>

Black Inventors and Scientists Assignment

<https://www.biography.com/people/groups/black-inventors>

Reconstruction End of Unit Exit Ticket

Time allotment

Late October-Mid November (3 weeks/14 days)

UNIT 5

Unit 5 Black Movement for Equality (1915- 1965)

Unit Goals

HIST 9–12.4 Analyze how historical contexts shaped and continue to shape people’s perspectives. (e.g., immigration, labor, the role of women).

HIST 9–12.6 Explain how the perspectives of people in the present shape interpretations of the past.

CIV 9–12.1 Analyze the role of citizens in the U.S. political system, and the theory and practice of democracy in America.

CIV 9–12.2 Evaluate the effectiveness of citizens and institutions in solving social and political problems.

INQ 9–12.8 Identify evidence that draws information directly and substantially from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

Unit Essential Questions

- How successful have Black Americans' movements for equality been in transforming the dreams, status, and rights of Black Americans in the United States?

Essential Understandings

- American History cannot be understood without insight on contributions of African Americans.

Content (Scope and Sequence)

- 5.1 Great Migration and the “Nadir of Race Relations” and the Juxtaposition of Hope
- 5.2 The Power of Black Art: The Empowerment of Black People Through the Arts
- 5.3 Remnants of the Jim Crow South
- 5.4 Resistance and Revolution Through Organized Efforts
- 5.5 World War II - Tuskegee Airmen
- 5.6 How the Women Organized and Agitated
- 5.8 How the Youth Organized and Agitated

Academic or Key Vocabulary

- Great Migration
- Redlining
- Segregation
- Harlem Renaissance
- Tuskegee Airmen
- SCLC
- CORE
- NAACP
- SNCC

Unit Assured Assessments

Great Migration Hartford Primary Source Assignment

<https://connecticuthistory.org/hartfords-great-migration-through-charles-s-johnsons-eyes/>

Housing Segregation/Redlining Assignment

Harlem Renaissance Assignment

<https://www.history.com/news/harlem-renaissance-photos>

African Americans in WWII/Tuskegee Airmen Assignment

<https://www.nbcconnecticut.com/on-air/as-seen-on/new-haven-honors-last-living-tuskegee-airman-in-connecticut-hartford/1936359/>

Desegregating the Lunch Counter Newspaper Assignment

<https://www.pbs.org/opb/historydetectives/educators/lessonplan/african-american-history-lunch-counter-closed?>

Brown v. Board of Education Assignment

<https://www.pbs.org/newshour/education/linda-brown-central-figure-in-school-segregation-case-dies>

Time allotment

Mid November-Mid December (3 weeks/16 days)

UNIT 6

Unit 6 Protest, Politics, and Power (1965- Present)

Unit Goals

HIST 9–12.6 Explain how the perspectives of people in the present shape interpretations of the past.

CIV 9–12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

CIV 9–12.5 Analyze how societies institute change in ways that both promote and hinder the common good and that protect and violate citizens' rights.

Unit Essential Questions

- What are the greatest human rights issues facing America today and in the future?
- What does radically reimagining new possibilities and more just futures look and sound like now?

Essential Understandings

- Inequity exists both globally and domestically here in the United States.
- Understanding our past gives us opportunities to envision an improvement for future generations.

Content (Scope and Sequence)

- 6.1 Black Power (1965-1975)
- 6.2 Black Politics
- 6.3 Black Cultural Production
- 6.4 Systemic Racism: 1965-Present
- 6.5 Black Lives Matter Movement

Academic or Key Vocabulary

- Black Power
- Black Panther Party
- Eldridge Cleaver
- Bobby Seale
- Stokely Carmichael
- Huey Newton
- Fred Hampton
- COINTELPRO

Unit Assured Assessments

Black Power Assignment

<https://artsandculture.google.com/story/dQUhrcaDvDqQLg>

Black Panther Party in CT Assignment

<https://connecticuthistory.org/the-rise-of-the-black-panther-party-in-connecticut/>

Soundbreaking: History of Hip Hop Assignment

<https://apps.musedlab.org/soundbreaking/sampling/>

End of Semester Assignment

Time allotment

Mid-December to Mid-January (3 weeks 15 days)

SEMESTER 2: FOCUS ON PUERTO RICAN/ LATINO HISTORY

UNIT 1

Early Beginnings: Who Are We?

Unit Goals

HIST 9-12.3 Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical account.

HIST 9-12.4 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

HIST 9-12.10 Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.

GEO 9–12.5 Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

Unit Essential Questions

- How has Latino and Puerto Rican identity evolved over time?
- Is there a single “Latino identity”?
- Is there a Latino “race”?

Essential Understandings

- The origins of the Latino people originate from three continents.
- Latinos share commonalities and also possess unique cultural traits which differ according to geography.
- The concept of “race” in Latin America differs from the North American interpretation.

Content (Scope and Sequence)

- 1.0 Introduction/Review of Semester Themes
- 1.1 Latinos on Race while living in between the Black and White Binary
- 1.2 Latino Culture: The Multiple and Evolving Identities of Latinos
- 1.3 Where Do We Come From? African and Indigenous Diaspora in Puerto Rico and in Latin America
- 1.4 Geography: Puerto Rican and Latin American Migration

Academic or Key Vocabulary

- 2.1 The Tainos, Aztecs, Incas, and the Mayans: The critical hidden figures in Puerto Rican and Latino history
- 2.2 Columbus and His Actions in the Caribbean
- 2.3 Bartolomé de Las Casas
- 2.4 Treatment of Indigenous by the Spaniards
- 2.5 Anti-Latino Massacre Timeline

- 2.6 Scientific Experiments: Puerto Rico and Guatemala
- 2.7 Language Suppression in Puerto Rico, Latin America, and the U.S.

Academic or Key Vocabulary

- Borinquen
- La Operacion
- Vieques

Unit Assured Assessments

Columbus Day and Statue Assignment

https://drive.google.com/file/d/1YP_4uojDdYv1W4bk2161mMjp2HoiqGrx/view

<https://abcnews.go.com/US/christopher-columbus-statue-debate-rises-controversial-statues-fall/story?id=71172075>

Columbus Mock Trial

<https://newsela.com/read/lib-christopher-columbus-taino/id/46867/write?collection=2000000224>

Anti-Latino Violence Timeline Activity & Poster

<https://www.latimes.com/california/story/2019-08-16/el-paso-massacre-timeline-of-anti-latino-violence-in-united-states>

Language Suppression Interview

<https://www.grin.com/document/177588>

<https://www.theguardian.com/us-news/2018/may/22/speaking-spanish-dangerous-america-aaron-schlossberg-ice>

<https://qz.com/1195658/spanish-to-english-us-is-increasingly-monolingual-despite-latino-immigration/>

Time allotment

Mid-February-Mid March (3.5 weeks/18 days)

UNIT 3

Sweat

Unit Goals

HIST 9–12.4 Analyze how historical contexts shaped and continue to shape people’s perspectives (e.g., immigration, labor, the role of women).

CIV 9–12.3 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.

CIV 9–12.2 Evaluate the effectiveness of citizens and institutions in solving social and political problems.

ECO 9-12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

Unit Essential Questions

- How did power and hierarchy come together to create the social and economic structures of Puerto Rico and Latin America?

- Has the United States' relations with Puerto Rico, and Latin America help or hinder social and economic growth?

Essential Understandings

- The Encomienda System has endured as a de facto institution in Latin America for over 400 years.
- The legacy of colonial intervention in Latin America persists into the present day.

Content (Scope and Sequence)

- 3.1-1 The arrival of the “Conquistadores” (transition to identity) and the Legacy of Colonialism (1400s)
- 3.1-2 Bringing the New Labor Force
- 3.1-3 Race in Latin America: Caste or Social Hierarchy?
- 3.1-3 Evolution of Identities: Indigenous, Africans and the rest of the people who wanted to be part of this evolution
- 3.2 Political Economy of Latin America
- 3-2.1 The Uneasy Neighbors: U.S. and Latin America Relations
- 3.3 Puerto Rican Sweat: Legacy of U.S. Colonialism
- 3.3-1 Royal Decree of Graces of 1815 (Real Cedula de Gracia): Why is this important?

Academic or Key Vocabulary

- Encomienda System
- De Facto
- De Jure
- Caste
- Hierarchy
- Real Cedula de Gracia
- Garifuna
- Commonwealth

Unit Assured Assessments

Encomienda System Assignment

<https://sites.google.com/a/spartanpride.net/j-baade/latin-american-studies---social-studies-and-literature/focus-on-encomienda>

The Garifuna Story

<https://www.npr.org/2015/01/23/379420599/garifuna-a-u-s-honduran-story>

<https://vimeo.com/53030654>

Status of Puerto Rico Project

Time allotment

Late March-Late April (4 weeks/22 days)

UNIT 4

Resistance and Defiance

Unit Goals

HIST 9-12.5 Analyze how historical contexts shaped and continue to shape historical contexts.
HIST 9-12.7 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the times.

CIV 9-12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions to address social and political problems.

Unit Essential Questions

- With the diaspora in mind, how has the theme of resilience been illustrated in the past and present history of Latinos' battle for equity?

Essential Understandings

- The struggle for equality for Latinos has been influenced by the Black American Civil Rights Movement.

Content (Scope and Sequence)

- 4.1 Latin American Revolutions from Spain
 - 4.1-1 Revolution in the Colonies: A Replication of the Liberté, Égalité, Fraternité (Liberty, Equality, Fraternity)
 - 4.1-2 Revolt, Defiance, and Resistance from Spain
- 4.2 20th Century Latin American Revolutions
 - 4.2-1 Revolutions from Latin America
 - 4.2-2 Puerto Rican Resistance and Defiance Throughout History
 - 4.2-3 Resistance in Puerto Rican and Latin American History: Timeline of the Movers and the Shakers
- 4.3 Resistance in the U.S.
 - 4.3-1 Latino Resistance in the U.S.
- 4.4 Latino Civil Rights Movement

Academic or Key Vocabulary

- Simon Bolivar
- Che Guevara
- Sandinista
- Pedro Albizu Campos
- Ponce Massacre
- Las Carpetas
- Young Lords
- Los Macheteros
- El Grito de Lares
- Chicano
- La Raza
- Cesar Chavez

Unit Assured Assessments

Resistance and Defiance: Latin American Revolutions Assignment

<https://www.youtube.com/watch?v=ZBw35Ze3bg8&t=31s>

Roots of Revolution Entry Ticket

Guatemalan Revolution Activity

https://docs.google.com/presentation/d/1gNkfRFXh37E6yFW9tQJ3L5E_1M1748VhL5MmysviFX8/edit#slide=id.p

Puerto Rican Resistance Activity

<https://www.youtube.com/watch?v=9B2Asn1BUgc>

Latino Protest in Art Virtual Tour Activity

<https://resources.depaul.edu/art-museum/exhibitions/latinx-american/Pages/default.aspx>

Latino Civil Rights Timeline Assignment

<https://www.learningforjustice.org/classroom-resources/lessons/latino-civil-rights-timeline-1903-to-2006>

Young Lords & Chicanismo/East L.A. Blowout Proposal

<https://www.kcet.org/shows/departures/east-l-a-blowouts-walking-out-for-justice-in-the-classrooms>

http://www2.iath.virginia.edu/sixties/HTML_docs/Resources/Primary/Manifestos/Young_Lords_platform.html

Time allotment

May-Early June (4.5 weeks/23 days)

UNIT 5

Where Are We Now?

Unit Goals

HIST 9-12.16 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

GEO 9–12.5 Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

GEO 9-12. 6 Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.

Unit Essential Questions

- What impact have Puerto Ricans and Latinos had on Connecticut, and what impact might they (and you) have on the future?

Essential Understandings

- Puerto Ricans and Latinos have and continue to contribute to the identity of the state of Connecticut

Content (Scope and Sequence)

- 5.1 Introduction to Unit 5 and Puerto Rican Migration to Connecticut and the United States

- 5.2 Migration from other Latin American Countries to Connecticut and the United States
- 5.3 Accomplishments and Contributions of Latinos/Latinas in the Military
- 5.4 Accomplishments and Contributions of Latino/Latina Inventors, Musicians and Athletes/Sports
- 5.5 Accomplishments and Contributions of Latino Community Organizers, Politicians, Justices, etc.
- 5.6 Latino Challenges in the U.S.: Immigration Stories from the Border

Academic or Key Vocabulary

- I.C.E.
- Proposition 187
- Nuyorican Poets

Unit Assured Assessments

Latino Experience in CT Interview Assignment

<https://www.homesnacks.com/most-hispanic-cities-in-connecticut/>

Spoken Word Poetry Assignment

<https://www.masterclass.com/articles/how-to-write-spoken-word-poetry#how-to-write-spoken-word-poetry>

End of Year Radical Imaginations Through the Arts Performance Task Assignment

Time allotment

June (3 weeks/14 days)

REFERENCES/RESOURCES

Book Bundle Recommendations

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Chasteen, John Charles. Born in Blood and Fire: a Concise History of Latin America. 4th ed., W.W. Norton & Company, 2016.

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Supplemental Teacher Resources

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Time Allotment

Semester 1: Unit 1 At-A-Glance: Where We Come From: Introduction to African Origins and Contributions of Ancient African Empires to World Civilizations and the African Diaspora

Lesson 1.0 - Course Introduction: Who are We? (2 days)

In this lesson, students create a safe space for learning and examine who they are as individuals. Students begin their Identity Development Journals. Students complete an exit ticket sharing support they will need as a learner in this course. (Journal Entry: What factors shape my identity? What parts of identity do I choose for myself? What parts of my identity are developed for me?)

Lesson 1.1 - African Origins (2 days)

In this lesson, students discuss the implications of the “Lucy” fossils discovered in Ethiopia. In small groups, students plan their claim/counterclaim of how humanity began using evidence from primary and secondary sources (e.g., maps, articles) and present claims and counterclaims to class.

Lesson 1.2 - African Empires to the Demise of Songhai (2 days)

In this lesson, students explore various African Empires. Students use an exit ticket to answer questions pertaining to the wealth of a civilization, the role of women in governing an empire, and leadership styles. Students complete an exit ticket reflecting on their learning.

Lesson 1.3 - The Moors (1 day)

In this lesson, students examine why the Moors are important to the study of African American history. Students use an exit ticket to answer how the identities of the Moors in Africa are relevant to African Americans and Black people today.

Lesson 1.4 - The Social Construction of Race and Transatlantic Slave Trade (5 days)

In this lesson, students discuss the social construct of race and the understanding of race in context of the history of slavery in America and globally. Students complete a reflection of the impact of race on their lives and Early American culture. In small groups, students report on an individual or topic in the format of choice. (Journal Entry: What have I learned that has impacted my thinking on race?)

This unit concludes with an End-of-Unit Performance Task in which students collectively draw from their research to create and present a representation addressing the compelling question of the impact of the people of Ancient Africa on the development of humanity and civilization (e.g., presentation, descriptive PowerPoint, visual depiction such as poster or concept map or matrix, etc.).

Semester 2: Unit 2 At-A-Glance: How African Americans Persisted: Slavery and Freedom Stories of Resistance and Agency

Lesson 2.1 - Slavery and Freedom in Their Own Words (2 days)

In this lesson, students are introduced to the Five Themes of Slavery (i.e., Dehumanization, Treatment of Enslaved, Paternalism, Economics, Agency, and Resistance). Using these same five themes, students can evaluate the stories of:

- Moses
- Venture Smith
- James Mars, and
- Gad Asher

Lesson 2.2 - Agency and Resistance: Fort Mose and Haiti (2 days)

In this lesson, students explore acts of agency depicted in Fort Mose and the Haitian Revolution and Independence. They will identify examples of agency used by Francisco Menendez, Toussaint L'Ouverture, and other people who experienced forced migration, as part of the beginning movement for freedom, justice, and change. They will analyze maps for global perspective. How were some Africans from the global diaspora able to assert their agency to resist slavery; why were other Africans unable to do this? Students apply the themes of agency and resistance to Fort Mose and Haiti. Students provide a short essay response to explain the impact of Fort Mose and the Haitian revolution in the Americas, especially among blacks? (Journal Entry: How has the information I learned in this lesson impacted me?)

Lesson 2.3 - Understanding Slavery as an Institution in Connecticut: Laws and Census Data (4 days)

In this lesson, students explore slavery in Connecticut through the examination of: personal narrative of Nero Hawley, Connecticut laws, and Connecticut data. Students complete an exit ticket summarizing three new facts learned about Nero Hawley as they related to Themes of Slavery and/or migration. As a compilation of new knowledge, at the end of this unit students write an explanation of the changes in societal structures during this era and the impact on life in Connecticut communities. (Journal Entry: Write about the place you grew up. How has that experience shaped your life?)

This unit concludes with an End-of-Unit Performance Task in which students write a fictional interview of an Africa/African descendant (living in the time period explored) explaining how he/she asserted their agency and resistance to spark revolutionary change, preserve their own humanity, and resist slavery.

Semester 1: Unit 3 At-A-Glance: Black Literacy, Organizations, and Liberation

Lesson 3.1 - The Age of Abolition: The Gradualist Period (1800–1830) (5 days)

In this lesson, students collaboratively analyze and evaluate major forms of slave resistance using primary and secondary sources. Utilizing exit tickets, students summarize the impacts of cotton, Denmark Vesey, Black Churches, Abolitionists, and Free Blacks on slavery resistance and revolution.

Lesson 3.2 - The Militant Period (1830-1840) (3 days)

In this lesson, students analyze how African descendants organized and fought for freedom from slavery studying historical accounts of race riots from 1830-1840 (e.g., Nat Turner Slave Rebellion, Amistad Rebellion, Underground Railroad). Students create and share a presentation (e.g., TikTok video) stating their claims and evidence regarding their argument representing the captain of the American ship, two Spanish officers, or the Spanish Government. (Journal Entry: What motivates you?)

Lesson 3.3 - The Early and Late Political Periods (1840–1860) (3 days)

In this lesson, students explore accounts of resistance occurring from 1840-1850 (e.g., Frederick Douglass, Fugitive Slave Act of 1850, Bleeding Kansas, Dred Scott Decision, John Brown). Students compose a written response to explain the acts of resistance during this time and reflect upon the compelling question.

Lesson 3.4 - The Road to Freedom (1861– 65) (4 days)

In this lesson, students consider the role of Black soldiers in the Civil War and impact of the Emancipation Proclamation. Students complete exit tickets to share their learning. (Journal Entry: What challenges have you overcome? How did you overcome them?)

This unit concludes with an End-of-Unit Performance Task in which students individually answer the compelling question: In the face of overwhelming injustice, is resistance and/or revolution justified? Students define resistance and reference at least three resources explored in the Unit to support their claims. Students can represent learning in an alternative medium of choice (video, podcast, etc.).

Semester 1: Unit 4 At-A-Glance: Long, Long History for Equality

Lesson 4.1 - The African American Experience During the Reconstruction Era (1865–1877) (2 days)

In this lesson, students consider how history may have been different if alternate plans for the Reconstruction of the South had been put in place. Then, students analyze the impact of Reconstruction on the Black Family and Explore the Amendments. Students complete exit tickets as evidence of learning. (Journal Entry: Who is American? How might America's character be different today if Lincoln had lived to implement his Reconstruction plan?)

Lesson 4.2 - The African American Experience in the Years Following Reconstruction (1877–1898) (3 days)

In this lesson, students collaboratively research Black Americans in Congress and the westward movement of African Americans. Students participate in a poster session and document their

questions/answers. Students write a short response to answer the impact of the Spanish-American War on African American communities.

Lesson 4.3 - Struggle Against Jim Crow (3 days)

In this lesson, students analyze photos and text to develop an understanding of Jim Crow laws and the racial trauma experienced. They will design/create a “Freedom Dream” about what changes are needed now to end racial violence and trauma. Students will compare/contrast the beliefs of two Black scholars of the day (e.g., W.E.B. Du Bois and Booker T. Washington) and reflect on W.E.B. Du Bois’ belief in Reconstruction. (Journal Entry: As a result of your reflection on Jim Crow, what is the residue left today and what actions will you take?)

Lesson 4.4 - The Education and Entrepreneurship of Blacks (4 days)

In this lesson, students discuss the growth and development of Black Wall Street, Black entrepreneurs, and historically Black Colleges and Universities (HBCUs) as a conduit to greater freedom. The last two days of this lesson are devoted to the Socratic Seminar End-of-Unit Performance Task.

This unit concludes with an End-of-Unit Performance Task in which students return to the compelling and pre-assessment questions (e.g., How was the Reconstruction a success or failure?). These questions guide students as they participate in a Socratic Seminar. After the Socratic Seminar, students individually write a response answering the compelling questions and integrating information from the unit. Students may also represent learning using a medium of choice (drawing sketch, infographic, poem, etc.)

Semester 1: Unit 5 At-A-Glance: Black Movement for Equality

Lesson 5.1 - Great Migration, “Nadir of Race Relations” and the Juxtaposition of Hope (4 days)

In this lesson, students analyze text in an exploration of the Nadir of African American History, including the aftereffects of the Reconstruction era and the Great Migration to explore the question “is the dream still being deferred?” Students examine black soldiers, veterans, riot vs. massacre, and Red Summer 1919. Students compare Summer of 1919 to Summer of 2020 and reflect daily through the use of exit tickets. Students will provide a response to: How is the juxtaposition of hope manifested in the past and present history of Blacks and African Americans in the long battle for equality and ultimately continued existence? (Journal Entry: What are your dreams? Have you ever had a dream deferred? Explain.)

Lesson 5.2 - The Power of Black Art- The Empowerment of Black People Through the Arts (3 days)

In this lesson, students examine the societal impacts of Black and African American writers, artists, and scientists of the time. They reflect on their learning using exit tickets and class discussions. (Journal Entry: What kinds of art do you love? How does the art you love connect back to the Harlem Renaissance?)

Lesson 5.3 - Remnants of the Jim Crow South (2 days)

In this lesson, students are introduced to the 20th-century housing policies that bankrolled white capital accumulation while halting Black social mobility through text, videos, and a role-play activity. Students complete exit slips to reflect on their learning.

Lesson 5.4 - Resistance and Revolution Through Organized Efforts (2 days)

In this lesson, students investigate influential Black organizations developed 1909-1950 and their impact on decisions such as Brown v BOE. Students will use an exit ticket to identify what they think is significant about the Brown decision.

Lesson 5.5 - WWII - Tuskegee Airmen (1 day)

In this lesson, students analyze information and oral and written histories to gain insight into the Black/African American experience during WWII. Students use an exit ticket to reflect on the irony of African American men fighting for freedom in comparison to lived experience in the U.S.

Lesson 5.6 - How The Women Organized and Agitated (2 days)

In this lesson, students focus on the Women's movement during the Civil Rights Era and explore how racial discrimination was compounded by gender discrimination and how this negatively affected women's opportunities and rights. Students create a poster and oral story about a Black female historical figure from CT to share contributions and notable accomplishments from a range of professions, including sciences, arts, culinary, and sports. (Journal Entry: Write about a time you encountered racism.)

Lesson 5.7 - How The Youth Organized and Agitated (2 days)

In this lesson, students examine the role and contributions of youth through a series of role-plays that explore the history and evolution of the Student Nonviolent Coordinating Committee.

Using a medium of choice (e.g., artistic expression, literary work, print or virtual), students create a presentation to answer the compelling question: How successful have Black Americans' movements for equality been in transforming the dreams, status, and rights of Black Americans in the United States?

Semester 1: Unit 6 At-A-Glance: Protest, Politics, and Power, 1965–Present

Lesson 6.1 - Black Power (1965–1975) (5 days)

In this lesson, students transform the traditional understanding of the "Civil Rights Movement" as a domestic movement for political rights to an understanding of it as a struggle for human rights that is connected to broader struggles including political freedom, human dignity, and economic stability for marginalized and oppressed people around the world. Students explore Malcolm X, Martin Luther King, Jr., the Black Panthers, and the FBI's war on the Black Freedom Movement. Students create their own 10 Point Program and "Freedom Dream" representation in response to summer 2020 protests.

Lesson 6.2 - Black Politics (2 days)

In this lesson, students analyze the expansion, organization, and rising influence of African Americans in the United States Senate and House of Representatives. Students choose to collaboratively research a member of Congress, or individually complete a hypothetical position as if they are an African American Member of Congress or candidate for either the House or

Senate. (Journal Entry: What are your personal interests? What are your dreams beyond high school?)

Lesson 6.3 - Black Cultural Production (3 days)

In this lesson, students explore the idea that music is a reflection of the values and beliefs of the time period in which it was created. Specifically, students analyze maps, photos, and lyrics to understand the historical roots of hip-hop and the social/political messages found in hip-hop. Students analyze the role of blacks in movies and television and answer question, What role did Blacks play in shaping American culture during this time?

Lesson 6.4 - Systemic Racism 1965-Present (3 days)

In this lesson, students discuss the meaning of institutional racism and dig deep into the effects of wealth and race on housing. Students learn about the Voting Rights Act of 1965 and think about this Act as being one of the most important pieces of civil rights legislation in U.S. history. Students participate in conversations and write a “Collective” response to address a local/national issue related to Systemic Racism as evidence of learning. (Journal Entry: What assumptions do people make about you?)

Lesson 6.5 - Black Lives Matter Movement (3 days)

In this lesson, students gain an understanding of the history of the Black Lives Matter Movement, the Kaepernick protest and how Blacks and other groups came together to fight for justice. They will learn about reparations and present arguments for/against a Reparations Bill. They will work on the end of semester Radical Imagination through the Arts Project.

Students look through the social justice lens and showcase how African American/Black history and culture teach us about radically reimagining new possibilities and more just futures for school-wide viewing. Course project: Radical Imagination Through the Arts Assignment

Semester 2: Unit One-At-A-Glance: Early Beginnings

Lesson 1.0 - Semester Introduction/Review of Semester 1 (2 days)

In this lesson, students re-examine their safe space for learning and continue their investigation into who they are racially, ethnically and culturally. Students also explore the collective and individual identities of Latinos and Puerto Ricans and create an “I Am From Poem.”

Lesson 1.1 - Latinos on Race while living in between the Black and White Binary (2 days)

In this lesson, students reexamine the concept of race and culture through the lens of Latinos. Students complete a series of activities about Latinos’ understanding of their own racial identity. Students utilize the Four Corners activity to examine common misperceptions regarding race for Latinos.

Lesson 1.2 - Latino Culture: The Multiple and Evolving Identities of Latinos (3 days)

In this lesson, students study identity and the differences between the terms Hispanic, Latino/a, Spanish, and LatinX. They create a TikTok or PSA on the differences.

Lesson 1.3 - Where do we come from? African and Indigenous Diaspora in Puerto Rico and in Latin America (3 days)

In this lesson, students examine the contributions of the African and Indigenous contributions to Puerto Rican and Latino diaspora. Students create a discussion post about how the contributions from the African and Indigenous shaped Latino identity.

Lesson 1.4 - Geography: Puerto Rican and Latin American Migration (3 days)

In this lesson, students learn about the geography, immigration and migrations of Puerto Ricans and other Latinos from the 1800s-present. Students create an image/graphic/picture that summarizes what they learned. They discuss with one another how family identity influenced the people who migrated to the USA.

This unit concludes with an End-of Unit Performance Task in which students create an “I am From” poem about their background, family, home, life, and traditions.

Semester 2: Unit 2 At-A-Glance: Blood and Resilience

Lesson 2.1 - The Taínos, Aztecs, Incas, and the Mayans: The critical hidden figures in Puerto Rican and Latino history (5 days)

In this lesson, students study the Indigenous [Taínos, Incas, Mayan Kalina, Triple Alliance (Aztec), Olmecs, Mayas] presence in Puerto Rican and other Latino/a cultures and contributions of Indigenous societies. Students create an online museum or news broadcast focusing on a specific Indigenous group from Latin America.

Lesson 2.2 - Columbus and His Actions in the Caribbean (2 days)

In this lesson, students engage in a debate and/or role-play regarding the actions of Columbus in Puerto Rico and Latin America. Students complete an exit ticket to answer what more they need to learn about the impact that Columbus’ actions had in Puerto Rico and in Latin America.

Lesson 2.3 - Bartolomé de Las Casas (1 day)

In this lesson, students gain an understanding of the impact that Bartolomé de Las Casas had on exposing the atrocities of Columbus’ treatment of Indigenous People while at the same he was promoting that the Spaniards had enslaved people from the African Continent do the work. Students prepare an editorial (op-ed) regarding treatment of the Indigenous population.

Lesson 2.4 - Treatment of Indigenous by the Spaniards (1 day)

In this lesson, the students conduct research to learn and investigate the factors for colonizing and the treatment of Indigenous populations, discussing if assimilation or acculturation more accurately describes the treatment of Indigenous people historically and over time.

Lesson 2.5 - Anti-Latino Massacre Timeline (2 days)

In this lesson, students review and discuss how violence manifested toward the Indigenous populations after the arrival of Columbus in 1492 and compare it to the current anti-Latino violence happening currently in the United States. Students explore various forms of anti-Latino

treatment focusing on Police brutality. Students write a journal entry (note journal entry can be done in different formats).

Lesson 2.6 - Scientific Experiments: Puerto Rico and Guatemala (3 days)

In this lesson, students read articles and watch documentaries about the experiments done by the USA to Puerto Ricans and Guatemalans. Students create a Remembrance poster for a victim of violence. Students discuss and write about the following: How should we acknowledge the atrocities of our past when we tell our history?

Lesson 2.7 - Language Suppression in Puerto Rico, Latin America, and the US (2 days)

In this lesson, students read an article to understand how policies created to suppress the language spoken by Puerto Ricans and other Latinos ensured the continuation of power and privilege of the colonizers. Students respond to questions in an op-ed format regarding the intersection of language and identity and language suppression in the United States.

This unit concludes with an End-of Unit Performance Task in which students create a remembrance poster (or bio, poem, or drawing, etc.). This could be about a person (Latino killed in massacre or by research) or about a concept (death of language/cultural aspect). The purpose of these posters is to create discourse of impact and to ensure stories regarding the challenges of the current Puerto Rican and Latino generations in the U.S. are being told in order to interrupt perpetuation of future acts of violence.

Semester 2: Unit 3-At-A-Glance: Sweat

3.1: The Emergence of Latin American People

Lesson 3.1-1 - The arrival of the “Conquistadores” (transition to identity) and the Legacy of Colonialism (1400s) (3 days)

In this lesson, students examine the history of colonization from Spain and from the United States impacted the social and economic development of Puerto Rico and Latin America, while also demonstrating the perseverance, optimism and fortitude of Puerto Ricans and other Latinos. Students end with a discussion and create a post (different formats can be used) on their understanding of how issues with inequality and desire for freedom influence culture and/or new cultural patterns in different countries of Latin America and in Puerto Rico.

Lesson 3.1-2 - Bringing the New Labor Force (2 days)

In this lesson, students research the system of labor that existed among Indigenous, enslaved Africans, and “free people” and the impact on Latin America and the Caribbean. Students complete a Venn diagram comparing/contrasting Slavery in North American and Central/South America and analyze primary source photographs and paintings. (Journal Entry: Why do you think obviously incorrect race and/or gender stereotypes, like that all girls like pink, remain in society?)

Lesson 3.1-3 - Race in Latin America: Caste or Social Hierarchy? (2 days)

In this lesson, students gain an understanding of the racial or social caste of Latin America as a way to enforce slavery and a racial hierarchy among different groups in Latin America. Students compare and contrast the Spanish caste system with the American racial caste system, answering

how Latinos fit in this racial caste system of the United States.

Lesson 3.1-4 - Evolution of Identities: Indigenous, Africans and the rest of the people who wanted to be part of this evolution (2 days)

In this lesson, students examine and demonstrate an understanding on the evolution of multiple social and ethnic identities that evolved in Puerto Rican and in Latin America. Students also explore the history of Afro-Latinos in Puerto Rico and in Latin America.

3.2: Political Economy of Latin America

Lesson 3.2-1 - The Uneasy Neighbors: United States and Latin America relations (2 days)

In this lesson, students examine and analyze U.S. and Latin American relations, policies and interventions that have helped or hindered economic development.

3.3: Puerto Rican Sweat: The Legacy of U.S. Colonialism

Lesson 3.3-1 - Royal Decree of Graces of 1815 (Real Cedula de Gracia): Why is this important? (1 day)

In this lesson, students learn the impact that Cedula de Gracia had in the economic development and growth of Puerto Rico. Students reflect on the following questions: How did this change the economic climate in Puerto Rico? What did autonomy look like for families?

Lesson 3.3-2 - U.S. Occupation of the Island (2 days)

In this lesson, students learn about the history of U.S. colonization of Puerto Ricans and determine if the U.S. influence on Puerto Rico has been negative, positive, or a combination of both. Students debate as to whether the U.S. occupied, invaded, and/or acquired the island.

Lesson 3.3-3 - All of these Acts: Jones Act, the Foraker Act: Who benefits? (2 days)

In this lesson, students learn whether the acts only benefited the United States or not. Students research and complete an argumentative essay or create a graphic memoir claiming whether U.S. citizenship was earned or given to Puerto Ricans.

Lesson 3.3-4 - The Paradox of Puerto Rico: Nation? Estado Libre Asociado (Associated Free State)? Colony? And Its Relationship to the Island's Social and Economic Policies (2 days)

In this lesson, students research the past, present, and future of Puerto Rico in relation to it being a territory. Students reflect and communicate their thoughts on Puerto Rico as a state or as an independent nation and on Puerto Ricans being considered "second class" citizens.

Lesson 3.3-5 - The Role of the U.S. as a Neighbor/Colonizer: The Economic Impact of Operation Bootstrap, PROMESA, Hurricane Maria, and the Earthquake (4 days)

In this lesson, students revisit the perpetuation of SWEAT and economic influences on Puerto Rican community and culture. Students create and discuss a social-political-economic timeline of how the economic crisis evolved that demonstrates the lived experiences of Puerto Ricans (Operation Bootstrap, PROMESA, Hurricane Maria, etc.). Students then engage in a close read of Sonia Sotomayor's Supreme Court decision regarding bankruptcy status.

This unit concludes with an End-of Unit Performance Task with the Status of Puerto Rico Project.

Semester 2: Unit 4 At-A-Glance: Resistance and Defiance

4.1 Latin American Revolutions from Spain

Lesson 4.1-1 - Revolution in the Colonies: A Replication of the Liberté, Égalité, Fraternité (1 day)

In this lesson, students understand how the Haitian Revolution served as the framework for other revolutions in Latin America. Students engage in a close analysis of artwork depicting the Haitian Revolution to develop a deeper awareness of the historical context and gain insight on the perspective of the artist.

Lesson 4.1-2 - Revolt, Defiance, and Resistance From Spain (5 days)

In this lesson, students work collaboratively to research a Latin American revolution and create a Crash Course video to teach classmates about the researched revolution.

4.2 20th Century Latin American Revolutions

Lesson 4.2-1 - Revolutions from Latin America (4 days)

In this lesson, students analyze the suffering and pain that fueled revolutions in Latin America. Students do a case study using Guatemala as an example. Students share their answers with each other on the following question: How does Guatemalan revolution demonstrate resistance and defiance?

Lesson 4.2-2 - Puerto Rican Resistance and Defiance Throughout History (4 days)

In this lesson, students engage with different historical events of Puerto Rican resistance and defiance (Grito de Lares, Gag Law, Utuado Uprising, etc.) Using Google Jamboard or any other application, students compare and contrast different Puerto Rican resistance groups and events that happened. Students use the Four Corner protocol to understand the role of the FBI during resistance events. Students end by documenting their new learnings and share with their classmates.

Lesson 4.2-3 - Resistance in Latin American and Puerto Rican History: Timeline of the Movers and the Shakers (1 day)

In this lesson, students individually research a Puerto Rican or Latina/o who is considered a resistance hero. Students create a monologue about the individual and share the monologue with the class.

4.3 Resistance in the U.S

Lesson 4.3-1 - Latino Resistance in the U.S. (4 days)

In this lesson, students examine the role of the Young Lords, Chicano Movement and other Latino resistance in the United States. Students reflect back to compare and contrast activity from Semester One, Lesson 6.1 (Compare and contrast Black Panther 10-point program and the Young Lords 13 point program).

4.4 Latino Civil Rights Movement

Lesson 4.4-1 - The History of the Latino Civil Rights Movement in the United States (2 days)

In this lesson, students learn about the history of the Latino Civil rights movement in the United States by creating a timeline of events from 1900s-current. Students complete a graphic organizer using the Zoot Suit Riots as one of the events that propel Latino Civil Rights in the USA.

Lesson 4.4-2 - The Use of Arts for Transforming Societies and Marking the Latino Presence in the U.S. (1 day)

In this lesson, students learn about the power of art as a source of history and protest, and as a way to learn about people's history and culture. Students analyze protest art created by Puerto Rican and Latino artists.

Lesson 4.4-3 - Protest and resistance in Puerto Rican and other Latinos in the arts and music (1 day)

In this lesson, students learn how Puerto Ricans and Latinos throughout history have used music as a form of resistance. Students analyze different resistance songs created by Puerto Ricans and Latino artists.

This unit concludes with an End-of Unit Performance Task in which students collectively select countries to research, and create their own Crash Course video (max 5 min). The video should include the involvement of allies (countries) with other Latin American countries. Options also for an Art Piece representing present-day equity issues.

Semester 2: Unit 5 At-A-Glance: Where are we now?

Lesson 5.1 - Introduction to Unit 5 and Puerto Rican Migration to Connecticut and the United States (2 days)

In this lesson, students add to the charts they created previously. Students analyze census information and the economic contributions of Hispanics to the United States Economy. As a class, students analyze demographic data about Puerto Ricans in Connecticut and share and journal their learning regarding the contributions of Puerto Ricans to CT.

Lesson 5.2 - Immigration from other Latin American Countries to Connecticut and the United States (1 day)

In this lesson, students learn about the reason different Latinos emigrated to Connecticut and the USA.

Lesson 5.3 - Accomplishments and Contributions of Puerto Ricans and Latinos/Latinas in the Military (2 days)

In this lesson, students work collaboratively to research the Puerto Rican and Latino experience using the Borinqueneers as an example. Students create magazine covers to capture their new learning.

Lesson 5.4 - Accomplishments and Contributions of Latino/Latina Inventors, Musicians, and Athletes/Sports (1 day)

In this lesson, students individually research a Latino inventor, artist, or athlete. Students produce a video, poem, or artwork to highlight their individual's accomplishments and challenges.

Lesson 5.5 - Accomplishments and Contributions of Latino/Latina Community Organizers, Politicians, Justices, etc. (1 day)

In this lesson, students analyze the expansion, organization, and rising influence of national and local Community Organizers, Politicians and Justices. Students choose to collaboratively research a member of Congress, or individually complete a hypothetical position as if they are a Latino member of Congress or candidate for either the House of Senate. Journal Entry: What accomplishments and contributions would you like to make now and throughout your life?

Lesson 5.6 - Latino/Latina Challenges in the U.S.: Immigration Stories from the Border (2 days)

In this lesson, students delve into their own perceptions of immigrants while learning about the personal stories of “dreamers” and uncover any misperceptions/myths. Students “jigsaw an article” about the myths regarding immigration and present them in groups. Then using an Exit Ticket, students reflect on the challenges/benefits of immigration.

Lesson 5.7 - Latino/Latina Challenges in the U.S.: Labor and Health (1 day)

In this lesson, students explore the challenges and opportunities experienced by Latinos regarding occupations and health. Students analyze data and discuss the implications for Latinos/Latinas in comparison to other racial groups.

Lesson 5.8 - Latino/Latina Challenges in the U.S.: Education and Incarceration (2 days)

In this lesson, students examine data regarding education and incarceration rates disaggregated by race and gender and analyze how the media reflect on Puerto Rican/Latino youth/people who have been incarcerated. Students create recommendations to present to a potential external audience.

Lesson 5.9 - The Beauty of Being Latino and the Future (2 days)

In this lesson, students analyze the future for Puerto Ricans and Latinos in terms of identity, culture, and consciousness. Students present their Latino Project.

This unit concludes with an End-of Unit Performance Task: Latino Experience Interview Project. Students finalize their Radical Imaginations Through the Arts and Be The Change Projects spotlighting their experience with the course and impact on their identity development. Projects should showcase contributions of African American/Black and Puerto Rican/Latino people individually and collectively, and how they have shaped students’ life personally and why. Projects should be exhibited in a way that can be shared with the full school community.

CREDIT

1 full credit in Social Studies
1 class period daily for a full year

PREREQUISITES

Successful completion of Grade 9 Global Civilizations

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Reading Rubric
- Trumbull High School School-Wide Writing Rubric
- Trumbull High School School-Wide Social and Civic Expectations Rubric
- Black Member of Congress Assignment and Rubric
- Indigenous American Museum Exhibit Rubric
- Status of Puerto Rico Assessment Rubric

Trumbull High School School-Wide Reading Rubric:

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Respond X_____	Demonstrates exceptional understanding of text by: <ul style="list-style-type: none"> Clearly identifying the purpose of the text Providing initial reaction richly supported by text Providing a perceptive interpretation 	Demonstrates understanding of text by: <ul style="list-style-type: none"> Identifying the fundamental purpose of the text Providing initial reaction supported by text Providing a clear/straight forward interpretation of the text 	Demonstrates general understanding of text by: <ul style="list-style-type: none"> Partially identifying the purpose of the text Providing initial reaction somewhat supported by text Providing a superficial interpretation of the text 	Demonstrates limited or no understanding of text by: <ul style="list-style-type: none"> Not identifying the purpose of the text Providing initial reaction not supported by text Providing an interpretation not supported by the text
Interpret X_____	Student is able to exceptionally interpret text by : <ul style="list-style-type: none"> Extensively reshaping, reflecting, revising, and/or deepening initial understanding Constructing insightful and perceptive ideas about the text. Actively raising critical questions and exploring multiple interpretations of the text 	Student is able to interpret text by : <ul style="list-style-type: none"> Reshaping, reflecting, revising, and/or deepening initial understanding Summarizing main ideas of text Actively interpreting text by raising questions and looking for answers in text 	Student is able to interpret text by : <ul style="list-style-type: none"> Guided reflection and/or revision of initial understanding Summarizing some main ideas of text Guided interpretation of text by answering questions locating answers in text 	Student demonstrates limited ability to interpret text as evidenced by : <ul style="list-style-type: none"> Struggle to implement guided reflection and/or revision of initial understanding Struggle to summarize any main ideas of text Struggle to answer questions by locating responses in text
Connect X_____	Demonstrates perceptive connections <ul style="list-style-type: none"> text to text text to self text to world 	Demonstrates specific connections <ul style="list-style-type: none"> text to text text to self text to world 	Demonstrates general connections <ul style="list-style-type: none"> text to text text to self text to world 	Struggles to make connections <ul style="list-style-type: none"> text to text text to self text to world
Evaluate X_____	Insightfully evaluates the text by one or more of the following elements: <ul style="list-style-type: none"> Critical analysis to create a conclusion supported by the text Perceptive judgments about the quality of the text <ul style="list-style-type: none"> Synthesis of text Express a personal opinion. 	Evaluates the text by one or more of the following elements: <ul style="list-style-type: none"> critical analysis to form a conclusion from the text thoughtful judgments about the quality of the text Evaluation of text to express personal opinion(s) 	A general evaluation of the text by one or more of the following elements: <ul style="list-style-type: none"> Forms a superficial conclusion from the text Assesses the quality of the text Uses text to express personal opinion(s) 	Struggles to evaluate the text by any of the following elements: <ul style="list-style-type: none"> Forming a conclusion from the text Assessing the quality of the text Using text to express personal opinion(s)

Trumbull High School School-Wide Writing Rubric:

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
	Student work:	Student work:	Student work:	Student work:
Purpose X_____	<ul style="list-style-type: none"> Establishes and maintains a clear purpose Demonstrates an insightful understanding of audience and task 	<ul style="list-style-type: none"> Establishes and maintains a purpose Demonstrates an accurate awareness of audience and task 	<ul style="list-style-type: none"> Establishes a purpose Demonstrates an awareness of audience and task 	<ul style="list-style-type: none"> Does not establish a clear purpose Demonstrates limited/no awareness of audience and task
Organization X_____	<ul style="list-style-type: none"> Reflects sophisticated organization throughout Demonstrates logical progression of ideas Maintains a clear focus Utilizes effective transitions 	<ul style="list-style-type: none"> Reflects organization throughout Demonstrates logical progression of ideas Maintains a focus Utilizes transitions 	<ul style="list-style-type: none"> Reflects some organization throughout Demonstrates logical progression of ideas at times Maintains a vague focus May utilize some ineffective transitions 	<ul style="list-style-type: none"> Reflects little/no organization Lacks logical progression of ideas Maintains little/no focus Utilizes ineffective or no transitions
Content X_____	<ul style="list-style-type: none"> Is accurate, explicit, and vivid Exhibits ideas that are highly developed and enhanced by specific details and examples 	<ul style="list-style-type: none"> Is accurate and relevant Exhibits ideas that are developed and supported by details and examples 	<ul style="list-style-type: none"> May contain some inaccuracies Exhibits ideas that are partially supported by details and examples 	<ul style="list-style-type: none"> Is inaccurate and unclear Exhibits limited/no ideas supported by specific details and examples
Use of Language X_____	<ul style="list-style-type: none"> Demonstrates excellent use of language Demonstrates a highly effective use of standard writing that enhances communication Contains few or no errors. Errors do not detract from meaning 	<ul style="list-style-type: none"> Demonstrates competent use of language Demonstrates effective use of standard writing conventions Contains few errors. Most errors do not detract from meaning 	<ul style="list-style-type: none"> Demonstrates use of language Demonstrates use of standard writing conventions Contains errors that detract from meaning 	<ul style="list-style-type: none"> Demonstrates limited competency in use of language Demonstrates limited use of standard writing conventions Contains errors that make it difficult to determine meaning

Trumbull High School School-Wide Social and Civic Expectations Rubric:

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Responsibility for Self	Highly self-directed: consistently displays ethical conduct in the classroom and on campus	Self-directed: displays ethical conduct in the classroom and on campus	Occasionally self-directed: at times displays ethical conduct in the classroom and on campus	Rarely self-directed: seldom displays ethical conduct in the classroom and on campus
Respect for Others	Sensitive and considerate to others	Considerate to others	At times considerate to others	Insensitive to others
Practices Interpersonal Skills	Champions discussions to resolve differences through active listening and offers opinions without prompting in a positive and rational manner.	Actively discusses avenues to resolve differences when appropriate, and offers encouraging opinions when prompted.	At times, appears indifferent to others, does not seek avenues to resolve differences, and is inflexible in his or her own opinions.	Demonstrates intolerance and lacks social interaction skills.
Cultural Understanding	Demonstrates a high level of cultural understanding and respect for the uniqueness of others, their practices and perspectives.	Demonstrates an appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives.	Demonstrates little appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives.	Demonstrates a lack of appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives.

AFRICAN AMERICAN, BLACK, PUERTO RICAN AND LATINO STUDIES

Using Google Slides (You may work with a partner, not a group).

A.) Choose a black Member of Congress from 1870-1887

<https://history.house.gov/People/Search?Term=Search&SearchIn=LastName&ShowNonMember=true&ShowNonMember=false&Office=&Leadership=&State=&Party=&ContinentalCongress=false&BlackAmericansInCongress=true&BlackAmericansInCongress=false&WomenInCongress=false&HispanicAmericansInCongress=false&AsianPacificAmericansInCongress=false&CongressNumberList=41-42-43-44-45-46-47-48-49&PreviousSearch=Search%2cLastName%2c%2c%2c%2cFalse%2cTrue%2cFalse%2c41-42-43-44-45-46-47-48-49%2cLastName&CurrentPage=2&SortOrder=LastName&ResultType=Grid&Command=Prev>

B.) 1. Write down any important notes.

SCENARIO

You have been assigned the task of designing a museum exhibit to describe the life of Congressman _____. The exhibit should include information about all aspects of his life, but should focus on the Member's congressional service. Using Google Slides, create:

- Original title of exhibit that helps explain his legacy (Cover slide)
10 Points
- 50 Word exhibit label that summarizes his congressional career (may need more than one slide for this portion).
25 Points
- Three artifacts chosen by you that best represent the Member's legacy.
15 Points
- A creative teaching tool for museum visitors that covers the highlights of his career in Congress (committees, key legislation, state or district represented, etc.).
15 Points
- A works cited slide.
5 Points

70 Points Total -

Indigenous American Museum Exhibit Google Sites Rubric

Score Point 4:

- Website includes all 8 required Exhibits.
- Facts & paragraphs are clear, comprehensive, and accurate in coverage of the history of group.
- All writing follows required conventions. Has 0-4 glaring mistakes.
- Includes at least 4 primary sources properly analyzed
- All images accurately depict indigenous group.
- Bibliography includes at least 5 sources. Bibliography is in proper MLA format.

Score Point 3:

- Website includes at least 6 required topics.
- Facts & paragraphs are fairly clear, comprehensive, and mostly accurate in coverage of the history of group. The mistakes that exist do not suggest a complete misunderstanding of information.
- Writing follows most required conventions. 5-10 glaring mistakes.
- Includes at least 3 primary sources properly analyzed
- Most images accurately depict indigenous group.
- Bibliography includes at least 4 sources. Bibliography may or may not be in proper MLA format.

Score Point 2:

- Website includes at least 5 topics.
- Facts & paragraphs are somewhat clear but are lacking some needed information. As written, the responses suggest some confusion about the history of indigenous group
- Writing strays from conventions often enough to make comprehension difficult.
- Includes at least 2 primary sources properly analyzed
- Some images do not apply to topic being presented.
- Bibliography does not include enough sources and/or is not in proper format.

Score Point 1:

- Website includes 4 or fewer topics. Responses to questions are unclear and lack significant amounts of information. As written, the student has not demonstrated an understanding of the indigenous group.
- Includes less than 2 primary sources properly analyzed
- No images or images are inaccurate depictions of group.
- Writing demonstrates lacking in command of conventions with frequent and severe mistakes, which obscure meaning.
- Bibliography is not present; referenced works are not cited.

Grade Scale:

4+	A+	98	3+	B+	88	2+	C+	78	1+	D	67
4	A	95	3	B	85	2	C	75	1	F	50
4-	A-	92	3-	B-	82	2-	C-	72	1-	F	0

STATUS OF PUERTO RICO REQUIREMENTS (100 points total)

<u>Requirement</u>	<u>Description</u>	<u>Possible Points</u>	<u>Your Points</u>
Format	Your presentation follows the clear expectations for a video, essay, or Google Slides. <ul style="list-style-type: none">• V: Includes text, audio, visuals, with at least one minute in length• E: Includes Intro, body paragraphs, conclusion with at least 4 pages in length• GS: Includes text, visuals, and creativity with at least 10 slides in length	5	
Independence	This section should clearly state the first argument: for PR independence. It should include at least 3 pieces of CITED evidence (quote, data, etc.) from your sources.	20	
Statehood	This section should clearly state the second argument: for PR statehood. It should include at least 3 pieces of CITED evidence (quote, data, etc.) from your sources.	20	
Commonwealth	This section should clearly state the third argument: for PR commonwealth. It should include at least 3 pieces of CITED evidence (quote, data, etc.) from your sources.	20	
Position	This piece should clearly state and explain your recommendation. It should include an explanation as to why this approach is better than the rest with at least 2 pieces of CITED evidence (quote, data, etc.) from your sources.	20	
Multimedia	There must be at least 5 visual images with url citations attached.	5	
Works Cited	You <u>must</u> have at least 5 sources. It must be in proper MLA format.	5	

Spelling/Grammar	Make sure you have spelled everything correctly and used proper capitals and punctuation. Be sure to use grammatically correct sentence structure.	5	
		<u>Total</u>	<u>/100</u>

African American, Black, Puerto Rican and Latino Studies
Flag Assignment

Now that you have shared in your journals, the flag that best represents you, now you are going to create that flag. Be prepared to explain your flag and to give reasons to explain why you chose to design the flag the way you did.

To clarify, you must:

*Create your own personal version of a flag on the provided piece of paper.

*Be sure to use symbols and colors that you think represent your personal sense of your identity as explained in your journals.

*Provide a rationale on the back of your flag that is 8 to 10 sentences long and in paragraph form.

* Make sure your rationale explains (a) what symbols and colors on your flag represent (b) why you think your flag represents you.

AFRICAN AMERICAN, BLACK, PUERTO RICAN AND LATINO STUDIES

What strategies did the Civil Rights Movement employ in its efforts to end segregation? Were they effective? How so?

Background

The Civil Rights Movement was active from the mid-1950s to the end of the 1960s. African Americans used nonviolent protest in the form of sit-ins and marches in order to protest segregation laws and restore their voting rights. One popular strategy was the sit-in. In the South, drug stores had segregated lunch counters, one for Whites and one for Blacks. It was illegal for a Black person to sit at the White lunch counter. To protest this law, African-Americans sat at the Whites-only lunch counters day after day until they were taken away by the police. Staged mainly by students, both Black and White, sit-ins at lunch counters across the South succeeded in desegregating lunch counters; after months of protest, eventually Blacks were served at the Whites-Only counter. One successful sit-in spurred another. These protests did not change the laws, but they did draw national attention to the problem of segregation.

Activity

After watching the clip Desegregating the Lunch Counters from the History Detectives Woolworth Sign, you will work individually or in pairs to create newspaper articles about the Winston-Salem sit-ins for one of two student newspapers:

#1 *The Wake Forest University “Old Black and Gold”, the newspaper in the segregated university at the time of the sit-ins (Wake Forest was not desegregated until 1962).

#2 *The Winston-Salem Teachers College “Teachers College Informer,” the newspaper of a historically black college founded in 1892 in Winston-Salem, NC. Winston-Salem Teachers College was the first African American institution in the United States to grant degrees in elementary teacher education.

Half of the class will be assigned to write for “Old Black and Gold”, from the perspective of white students and for an audience of white students. The other half of the class will write an article for “The Teachers College Informer,” from the perspective of African American students and for an African American audience.

(over)

Included:

Analyzing Primary Sources - you may take notes on The Civil Rights Movement slideshow.

<http://www.pbs.org/opb/historydetectives/slideshow/the-civil-rights-movement/>

Newspaper Article Planner - you can develop ideas for these articles.

Resources:

Integration Report. Full film of “Integration Report” on the Internet Archive

<https://archive.org/details/Integrat1960>

The March in Washington. Twenty-minute documentary made in 1963 about the March on Washington on the Internet Archive

<https://archive.org/details/gov.archives.arc.49737>

Voices of Civil Rights. Online exhibit with images and descriptions from the Library of Congress

<https://www.loc.gov/loc/lcib/0503/rights.html#:~:text=%22Voices%20of%20Civil%20Rights%2C%22,collaborative%20effort%20of%20AARP%2C%20the>

Timeline: Civil Rights Era. Timeline, with links to further information, tracing achievements of the Civil Rights Movement from PBS

https://www.pbs.org/thisfarbyfaith/timeline/p_4.html

TOTAL LENGTH: One **FULL PAGE** Google Doc, 12” font, single-spaced.

African American, Black, Puerto Rican and Latino Studies

End of Unit Assignment

This is the time when as students of history, we should reflect upon and appreciate the achievements and progress made by individuals of African descent. With this as our goal, you will do the following project.

Your Task:

You will create a Google Slides Presentation, or another form of visual representation (i.e. Video, Poster, etc,) on an individual of African descent who has impacted the world. In your visual representation you must discuss the following:

- *Background information of the person (name, year of birth, where he/she is from.)
- *Significant events in their childhood or adolescence that impacted their life.
- *Major achievements
- ***Impact of their achievements on society**
- ***Why it is important to remember their lives**

After you submit your work, you may be asked any or all of the following questions if they were not adequately answered in your visual representation and/or paragraph explanation slide. . Be prepared to answer these questions with detail. Saying “I don’t know” will lose you points.

- *What would your person say is the achievement they are most proud of and why?*
- *In your opinion, what is your person’s most important contribution to society?*
- *If our school was named after your person, what values and ideas would the community associate with what occurs inside our school?*
- *If you could meet this person, what one question would you ask them? How do you think they will answer it?*
- *Of all the incredible people to recognize and remember, why should we remember yours?*

Instructions

You will create a Power point presentation using Google Slides or another medium upon agreement on one of the following Black individuals. However, you must follow these specific guidelines:

- *Excluding the title of the slide, there can be ***no more than 6 words on the visual slide.***
- *You must include a ***one paragraph explanation per each visual slide*** that will detail what visual is presented (whether it be presenting the slide, video, poster, etc.)
- *You may work with ***1 other person***
- ****12 Slides in total (1 Title, 5 images with 5 paragraph slides plus one Works Cited).***

Indigenous American Indigenous American Museum Exhibit

EQ: What impact did indigenous American groups have on the world and history?

Task: Create a [Google Sites](#) or Slides with your group (2-4) that guides someone through a fictional Indigenous American museum experience. Your Google Sites/Slides will describe and explain a number of exhibits that deal with different topics of your specific indigenous group you chose.

Choices:

<i>Tainos</i>	<i>Kalina (Caribs)</i>	<i>Triple Alliance (Aztec)</i>	<i>Olmecs</i>	<i>Mayas</i>	<i>Incas</i>
***Any other group must be cleared by M. Cafertoix					

Requirements:

- Intro page/slide (overview) & Table of Contents Links
 - Answering the EQ: What impact did your group have in the world and history?
 - (Using everything you've put together found within the website)
- Include at least 8 Exhibit pages within your website/Slides:
 - Each exhibit should include:
 - Overview of Exhibit (Title, Image, Brief general facts/information)
 - A primary source: (Quote, Artifact, Image, Video) w/ paragraph (3-5 sentences) explaining importance of category to EQ.
 - At least 4 of the pages MUST include a primary source.
 - Make sure to put the link where you get your primary sources
 - OR
 - 2 secondary sources (Quote, Artifact, Image, Video) w/ paragraph (3-5 sentences) explaining importance of category to EQ.
 - Make sure to put the link where you get your primary sources
- Include a Bibliography Page link at the end with a minimum of 5 sources in MLA format

Museum Exhibit Links:

1. Origins	2. Geography
3. History Overview (Time span)	4. Agriculture
5. Society & Government	6. Science/Technology
7. Religion	8. Entertainment
9. Art/Architecture	10. Language/Writing
You may include other categories, but they have to be approved	

Columbus Day & Statue Activity

Part I:

Watch Trevor Noah's sketch on Columbus Day and discuss with the class:

<https://www.youtube.com/watch?v=0LyJrwHxz70&feature=youtu.be>

Part II:

Choose ONE article to read that discusses Columbus Day or the Columbus statues debates.

(1) [Columbus Day Article](#)

(2) [Columbus Statues Article](#)

After you have read your specific article, provide a response to the corresponding question to the article you read. Provide textual evidence for support in a 4-6 sentence paragraph.

1. Do you think Columbus Day should be renamed? If so, to what, and why?
2. Do you think Columbus statues should be removed? If so, what, if anything, should replace them and why?

Part III:

Reach out to **THREE** people you know and ask them their thoughts and position on the article topic you read. You can email, text, call, or have a face/face conversation with someone. Here are the stipulations:

- You MUST provide a name (just a first name is fine) and description of how you know the person.
- They must NOT be from this class.
- One MUST be an older family member from your household.
- You MUST provide evidence of the conversation. You may write a summary transcript of the convo, a screenshot of the email/text message, etc.
- Their response must be more than just one word. Probe as to why they feel the way they do.

Have fun!

African American, Black, Puerto Rican and Latino Studies

How does violence manifestation 500 years ago compare to current transgressions against Latinos from 1848 - present day?

Directions:

Step 1: Read the following article concerning Latinos and police brutality.

[It's Long Past Time We Recognized All the Latinos Killed at the Hands of Police](https://www.latimes.com/california/story/2019-08-16/el-paso-massacre-timeline-of-anti-latino-violence-in-united-states)

Step 2: Create a Remembrance Poster for either one of the Latino victims or all the Latino victims who lost their lives from anti-Latino attacks in the United States from 1848-present (see your assignment from yesterday, 2/22/22 with article

<https://www.latimes.com/california/story/2019-08-16/el-paso-massacre-timeline-of-anti-latino-violence-in-united-states>).

- You may use Google Docs, Google Drawing, a hand drawn poster, or any other thing else to put together your poster
- Your poster should include:
 - Slogan/phrase(s)
 - Victim Names/Dates
 - Image(s)
 - Convey emotion/tone/message

Consider the following when creating your poster:

* What message are you trying to convey?

* What are the challenges of memory and commemoration that are introduced in the poster you created?

* What do you think is most important for others to know about the person you are highlighting?

* What does the person's life and death demonstrate about the long-term experience of Latinos in the U.S.?

* Think of ways you can share this new knowledge with other students and family members.

* Also think about ways in which you can help eliminate bias, negative beliefs, and stereotypes about Latinos.

Language Suppression in USA

Our final focus, from Unit 2: Blood, will focus on language suppression, specifically Spanish within the United States. Although there is no literal blood here (in most cases), it is a form of suppression to put down Latino culture and language to make them feel less than or inferior.

Background info:

This is not a new phenomenon. In considering the history of multilingualism and public fears around it, Ferguson and Heath noted that “whenever speakers [of other languages] have been viewed as politically, socially, or economically threatening, their language has become a focus for arguments in favor of both restrictions of their use and imposition of Standard English. (Lippi-Green 1997:218) (<https://www.grin.com/document/177588>).

An answer to the ‘Spanish takeover’ was the English Only Movement which is still valid in states like California, Florida or Arizona although it is against the constitution which actually protects mother tongues and linguistic rights. “This opposition has been particularly vociferous through the *English Only* campaigns, which seek to identify a sense of American-ness by claiming the English language as one of its incontrovertible characteristics (see Fishman 1989).” (Mar-Molinero 1997:161) In California for instance this regulation has been existing for twenty years through a referendum because the majority of the population thought and still thinks the Spanish speakers should assimilate to English at the workplace or in school.

Campaigns like *English Only* let Hispanics feel inferior and ashamed of their origin and their mother tongue and make the relationship between employer and employee entirely tough. In numerous cases Hispanic parents give their children modern American first names and restrain their identities as they want their kids to have it easier in the future. Furthermore, there is a generation gap or a threat of Spanish heritage in the US as it can be seen in Mexican society. There is a communication problem between those who immigrated to the US and those who are native born Americans, known as the third generation. A lot of old people can just speak Spanish whereas the children have not learned Spanish or rarely speak it. (<https://www.grin.com/document/177588>)

Task:

- Read and analyze both articles on how Spanish is suppressed and in the United States
 - [Speaking Spanish becoming dangerous in America Article](#)
 - [Spanish to English in US Article](#)
- After reading, write a reflection piece in ***at least two*** paragraphs thinking about your own life and how language has played a role in it. Choose 1 to focus your reflection on:
 - Have you ever experienced or known of any language suppression in your life? (It does not necessarily have to be Spanish). Talk to at least one other person you know (family member or friend) and get their perspective and/or experience.
 - If you have never seen/experienced any, what are your thoughts on laws that push for “English Only” requirements? Bring in at least 2 other outside perspectives (friends/family) as well.

Status of Puerto Rico Assessment

The status of Puerto Rico has been much debated for centuries. When the United States acquired Puerto Rico in 1898, there were discussions of making it an independent and free country, a territory, or an eventual state of the United States. This conversation is still being had today in 2022. Recently, the US Congress has begun to have discussions about whether or not to add Puerto Rico as the 51st state. However, they are very confused and stuck. So, they called Jose “Joey (Joito) Chuleta” Figueroa.

He volunteered my students to serve as a consulting firm to the US Congress. Your job will be to form into groups of 2-3 and present the three options available for Puerto Rico and based on your findings and research, make a recommendation on what the US Congress should do. Here are your options:

1. Puerto Rican Independence
2. Puerto Rican Statehood
3. Puerto Rican Commonwealth (Maintains the status quo)

You will present this presentation in either a video, essay, or Google presentation. Here are some reminders for each format.

Video: Include text, audio, & visuals with the three options for PR, concluding with your recommendation. It must be at least one minute in length using at least 5 sources cited throughout.

Essay: Include an introduction, three options for PR, your recommendation, and conclusion. It must be at least 4 pages in length (double-spaced) using at least 5 sources cited throughout.

Google Presentation: Include text, visuals, and creativity with the three options for PR, concluding with your recommendation. It must be at least 10 slides using at least 5 sources cited throughout.

Latino Protest in Art

Directions:

We are taking a field trip to CHICAGO!!!!!! (virtual field trip). Our activity for today will be to explore and analyze Latino art through [Depaul University's LatinXAmerican art exhibition](#). Throughout this virtual tour, we will encounter a variety of Latino art, including protest art exemplifying the resistance and defiance of our unit.

We will go on the tour together examining, exploring, and discussing pieces as a class, much like we would in an actual art exhibit. After our initial interpretations and thoughts, we will read some background on each piece to see where the artists were coming from.

Besides artistic, intellectual discussion, the only other work you'll need to do is to choose one piece that stood out to you the most at the end of the tour. Name the piece and discuss not only why it made an impact on you, but also how it relates to Latino resistance and defiance.

Notes (Optional):

Final Reflection:

What Caused the Zoot Suit Riots???

Directions: After the brief class introduction, you should have some brief background on the Zoot Suit Riots. Read over Documents A and B (found below) and complete the graphic organizer. Finally, complete the paragraph response under the graphic organizer.

	LA Daily News	La Opinion
Source it! Who wrote it? What do you predict they will say about the Zoot Suit Riots?	https://en.wikipedia.org/wiki/Los_Angeles_Daily_News	https://en.wikipedia.org/wiki/La_Opinion
According to this document, what caused the Zoot Suit Riots? Who is to blame for the violence?		
What evidence do they use to support this reason? Provide a quote from the document.		

Using evidence from both of these documents, write a paragraph that explains what caused the Zoot Suit Riots.

Document A (Modified)

Near-martial law in L.A. riot zones

Los Angeles Daily News

June 9, 1943

Harold Tabor, 32, Long Beach sailor, was severely beaten by a gang of zooters at 103rd and Graham St. He suffered a broken nose and serious facial cuts.

"I was passing a pool hall on the way to a grocery store when the gang hopped (jumped) me, " he said.

Two soldiers and a Negro zoot suiter were taken into custody after a riot at the corner of Second and Spring streets. Police continued to search for others. Police ordered groups of more than three to "break it up" everywhere in the downtown area. Police officers were stationed on every corner and the city resembled martial law rule. Squads of riot breakers roamed the city, trying to solve the zoot suit problem.

Navy shore patrol officers walked in and out of bars, dancehalls, drugstores, bus stations.

One of the most serious outbreaks of terrorism occurred in Watts. There, three trains were stoned by *pachucos*. One person was cut seriously. A few minutes later, nearly every window of an outbound Long Beach two-car train was smashed when it was caught in a crossfire of *pachuco* stoning.

Gangsterism in Watts continued into the early hours of today. Twelve Negroes ambushed a 17-year-old white high school student, asked him if he was a "zoot suiter" and when he said "no" the fight started. The victim, Joe M. Steddum of 8834 Banders St., Watts, received a five-inch cut on his left forehead.

A Navy commander of the 11th Naval district in San Diego stated the following:

"Until further notice, except for special occasions approved by the commanding officer, the city of Los Angeles will be out of bounds for all enlisted personnel of the naval services not attached to the stations within this city, or in travel status.

Zoot suiters are being arrested in all parts of L.A. County. Many have been caught with weapons such as knives hidden in their pants. Many sailors and servicemen have been victims of violence and casualties from the *pachuco* hoodlums.

Vocabulary

pachuco: Mexican-American zoot suite

Document B (Modified)

The Battle Between Marines and Pachucos

La Opinión

June 9, 1943

The Coordinator of Latin-American Youths . . . informed us . . . that during a meeting in which the situation created by the riots between the "pachucos" and the marines was discussed, a decision was reached to send the following telegram to the Head of the Office of War Information in Washington and to the Head of the Division of Foreign Languages, of the same office, and to President Roosevelt at the White House. Here is the message:

Since last Thursday evening various groups of marines and soldiers have attacked Mexican zoot suiters throughout the city of Los Angeles. Although the youth did nothing to provoke the attack or for that matter to resist the attack, many were severely wounded, including women and children. Supposedly the attack has been motivated by past conflicts between the two groups and has been amplified by the press claiming that Mexican youths have been disrespectful toward the servicemen, a claim without any foundation.

Despite precautions taken on the part of the military police and local authorities to control the situation, the servicemen continue to walk the streets of Los Angeles armed with clubs and appear to be tacitly supported by many city and local officials in charge of keeping the peace; their attacks have now expanded to include blacks. This situation, which is prompting racial antagonism between the Mexican, Anglo-Saxon and Black communities will undoubtedly have grave international repercussions which will inevitably damage the war effort and thwart the gains made by the *Good Neighbor Policy*. We urge immediate intervention by the Office of War Information so that it moderates the local press which has openly approved of these *mutinies* and which is treating this situation in a manner that is decidedly inflammatory.

Vocabulary

Good Neighbor Policy: Foreign policy adopted by the U.S. under President Franklin Roosevelt in which the U.S. said it would not intervene in Latin American countries' affairs.

mutiny: rebellion by soldiers against the orders of their officers

The Numbers: Latinos in CT

Part I:

List three reasons Latinos might move to CT.

-
-
-

Part II:

As a class, we will look at the following website and discuss:

<https://www.homesnacks.com/most-hispanic-cities-in-connecticut/>

Part III:

As a class, we will look at the following two data sets:

Table 1. Non-Hispanic or Latino and Hispanic or Latino by Specific Origin in Connecticut, 2010-2016

	2010		2011		2012		2013		2014		2015		2016		Rate of Change 2010-2016
TOTAL	3,574,097	100%	3,580,709	100%	3,590,347	100%	3,596,080	100%	3,596,677	100%	3,590,886	100%	3,576,452	100%	0.1%
Not Hispanic or Latino	3,095,010	86.6%	3,086,420	86.2%	3,079,700	85.8%	3,068,917	85.3%	3,055,524	85.0%	3,037,103	84.6%	3,014,105	84.3%	-2.6%
Hispanic or Latino	479,087	13.4%	494,289	13.8%	510,647	14.2%	527,163	14.7%	541,153	15.0%	553,783	15.4%	562,347	15.7%	17.4%
Mexican	50,658	10.6%	52,931	10.7%	52,845	10.3%	55,584	10.5%	50,382	9.3%	55,018	9.9%	61,855	11.0%	22.1%
Puerto Rican	252,972	52.8%	271,303	54.9%	274,390	53.7%	269,607	51.1%	301,182	55.7%	280,070	50.6%	298,245	53.0%	17.9%
Cuban	9,490	2.0%	9,535	1.9%	10,382	2.0%	12,346	2.3%	8,657	1.6%	12,759	2.3%	10,892	1.9%	14.8%
Dominican Republic	26,093	5.4%	23,466	4.7%	34,754	6.8%	36,699	7.0%	30,409	5.6%	38,047	6.9%	41,917	7.5%	60.6%
Central American	35,023	7.3%	40,694	8.2%	41,471	8.1%	45,230	8.6%	41,011	7.6%	50,114	9.0%	46,903	8.3%	33.9%
South American	71,355	14.9%	81,251	16.4%	75,835	14.9%	86,403	16.4%	86,003	15.9%	96,229	17.4%	85,821	15.3%	20.3%
Other	33,496	7.0%	15,109	3.1%	20,970	4.1%	21,294	4.0%	23,510	4.3%	21,546	3.9%	16,714	3.0%	-50.1%

Source: U.S. Census Bureau, Census 2010 Summary File, 2011 to 2016 American Community Survey 1-Year Estimates

A:

B: https://centropr.hunter.cuny.edu/sites/default/files/data_sheets/7-connecticut_infographic-2019.pdf

Part IV:

- Get into groups of 2 or 3. Skim and explore the [*Hispanic Federation's Policy Blueprint*](#) for Latinos in CT.
- Identify 5 key points or ideas from the document:
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.

Part V:

- Create a policy idea for your school (Trumbull High School) that might address one of the issues found in the policy blueprint from Part IV. Provide detailed information, steps, and a general plan of action. Ask for assistance if you need more guidance.
 - How can the school help members of the Latino student population?
 - What could students do to help raise awareness or take action about any of these issues?
 - Use the Who, What, Where, When, Why, How to help guide your thinking.

Understanding the Latino Experience

Between the years of 1820 and 2020, more than 80 million people migrated to the United States. The history of immigration and migration to the United States is bigger than just European immigration. Puerto Ricans and Latinos have migrated to the United States since the 1800s, and some Latino groups were already here before the creation of this country. This activity offers students an opportunity to learn and explore the contributions and impacts of Latinos in their lives within the state of Connecticut.

Essential Question: What impact have Latinos had on CT, and what impact might they have on the future?

Directions: Interview a person of Latino background to get an understanding of the Latino experience in CT. This could be any Latino in your life that lives in CT and is over 21 years of age. The object of the interview is to incorporate elements of the units and themes of the course into a cumulative assignment. Make sure to ask someone who is comfortable speaking and sharing about their Latino life experiences.

Interview Criteria:

- An audio recording (or video if they agree)
- A minimum of 5 minutes and maximum of 8 minutes
- Create 10 questions collectively as a class we will all ask our interviewees.
 1. What is your name?
 2. Where are you from originally?
 3. Why did you choose to come to Connecticut?
 4. How did you enter the United States?
 5. Have you ever experienced discrimination due to being a Latino/a?
 6. What is the most challenging aspect you face as a Latino/a?
 7. What is the best part about being a Latino/a?
 8. What did you leave behind that you miss the most?
 9. What was the hardest part about leaving and coming to Connecticut?
 10. What does the American Dream mean to you?

Your name:

Person you interviewed full name:

Agree to share story with others?:

Latino/Latina Accomplishments & Contributions

The Latino people have made an immeasurable impact on the world. Through their accomplishments, contributions, innovations, art, music, and passions, Latino individuals have shaped the direction of the future and the American culture. Today's assignment will look at specific Latino/a people through SPOKEN WORD POETRY!

What is spoken word poetry?

1. <https://www.youtube.com/watch?v=S4HV3t1nZgo>
2. <https://www.masterclass.com/articles/how-to-write-spoken-word-poetry#how-to-write-spoken-word-poetry>

Examples:

- <https://www.youtube.com/watch?v=uKYB8Bx3yFY>
- <https://www.youtube.com/watch?v=tPx8cSGW4k8&t=89s>

Directions:

1. Choose a notable Hispanic innovator or inventor from the websites provided. Read about and research the individual.

Notable Latino/Latina individuals

- <https://invention.si.edu/highlighting-hispanic-inventors-and-innovators>
 - <https://www.infoplease.com/biographies/notable-hispanic-americans-z>
 - <https://www.uspto.gov/learning-and-resources/inventors-entrepreneurs/hispanic-heritage-and-inventions>
2. Write a 10-12 line poem from the perspective of the individual you chose.
 - First or Third person is acceptable
 3. Your poem should discuss the individual's:
 - a. *Personal history (birthplace, birthdate, education etc.)*
 - b. *Aspirations*
 - c. *Accomplishments & contributions*
 - d. *Impact on modern society and/or Latino culture*
 4. Your poem should **engage** the audience/reader through imagery, sounds, repetition and/or rhyme.

Notes on: (Insert Chosen Individual's Name Here)

African American, Black, Puerto Rican and Latino Studies

End of Unit Assignment

This is the time when as students of history, we should reflect upon and appreciate the achievements and progress made by individuals of Latino/a descent. With this as our goal, you will do the following project.

Your Task:

You will create a Google Slides Presentation, or another form of visual representation (i.e. Website, Video, Poster, Painting, Poem, Interpretive Dance, Song etc.) on an individual of Latino/a descent, Latino organization/group or event that has impacted the Latino community, the U.S.A. or world. In your visual representation you must discuss the following:

- *Background information of the person/Group/Event (name, year of birth/when founded, where he/she is from, location of event/group/organization.)
- *Significant events in their childhood or adolescence that impacted their life if an individual or factors causing/contributing to group/organization's founding or causation of event(s).
- *Major achievements
- ***Impact of the achievements on society**
- ***Why it is important to remember their lives or actions.**

After you submit your work, you may be asked any or all of the following questions if they were not adequately answered in your visual representation and/or paragraph explanation slide. Be prepared to answer these questions with detail. Saying "I don't know" will lose you points.

- *What would your person/people involved say is the achievement they are most proud of and why?*
- *In your opinion, what is your person/group/event's most important contribution to society?*
- *If our school was named after your person/group or event, what values and ideas would the community associate with what occurs inside our school?*
- *If you could meet this person/members of a group or participants in the event, what one question would you ask them? How do you think they will answer it?*
- *Of all the incredible people/groups/events to recognize and remember, why should we remember yours?*

Instructions (If using Google Slides or creating a website)

You will create a Power point presentation using Google Slides or another medium upon agreement on a Latino/an individual/group or event in Latin American History. However, you must follow these specific guidelines:

- *Excluding the title of the slide, there can be ***no more than 6 words on the visual slide.***
- *You must include a ***one paragraph explanation per each visual slide*** that will detail what visual is presented (whether it be presenting the slide, video, poster, etc.)
- *You may work with ***1 other person***
- ****12 Slides in total (1 Title, 5 images with 5 paragraph slides plus one Works Cited)***