

Click on the following sites to access units, videos, maps, posters and lessons: [Latino History & Heritage Information for K-12 Curriculum](#)

History of Puerto Ricans:

[Centro](#)

History of Dominicans:

[Resource to Dominican Studies](#)

History of Cuba:

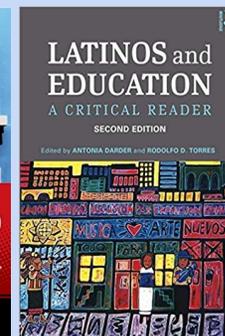
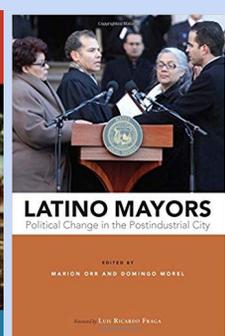
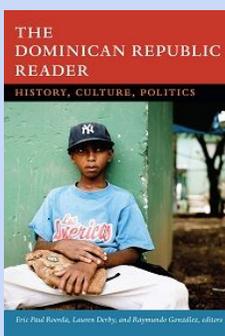
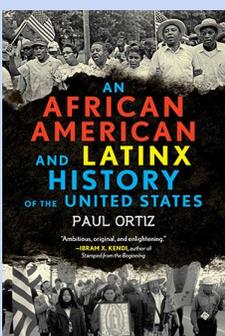
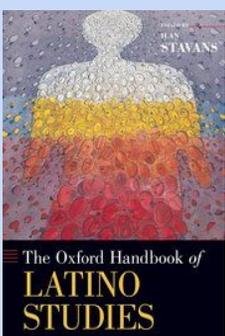
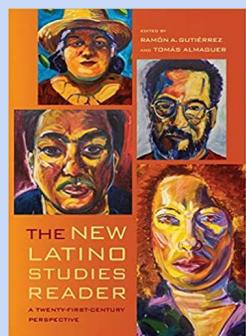
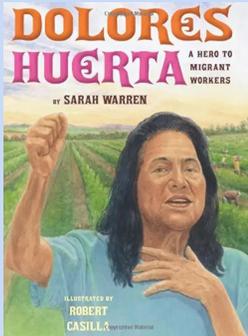
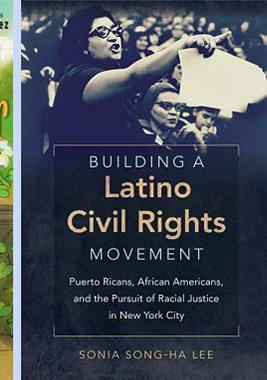
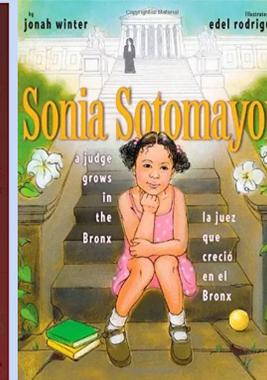
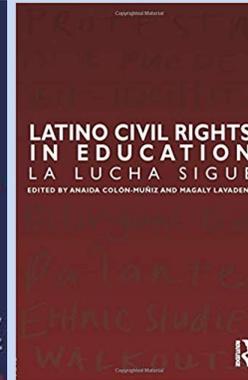
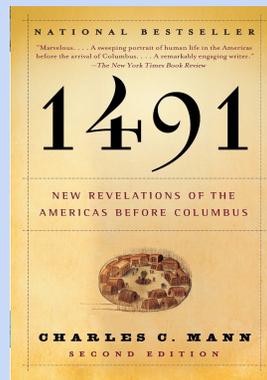
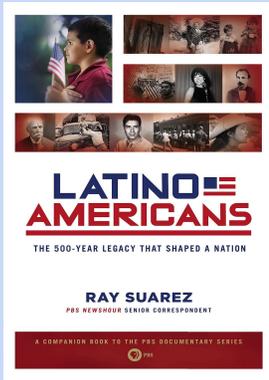
[Histories of Cuba](#)

[Educator Guide_Cuba_They Are We](#)

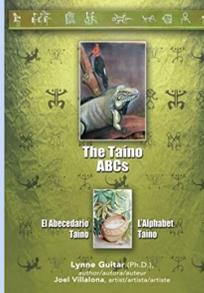
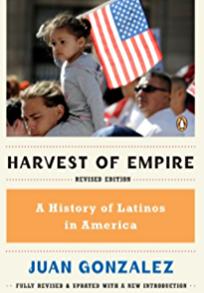
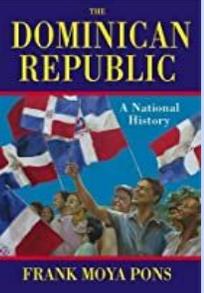
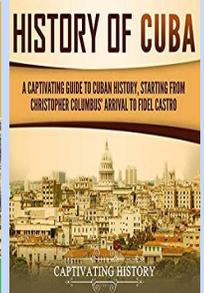
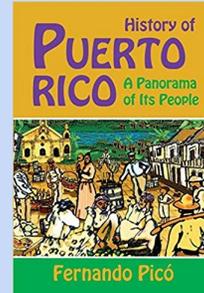
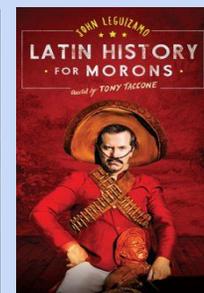
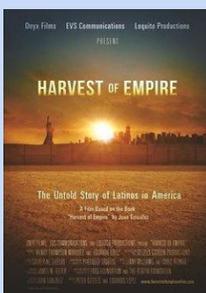
Culturally Relevant Latino Literature

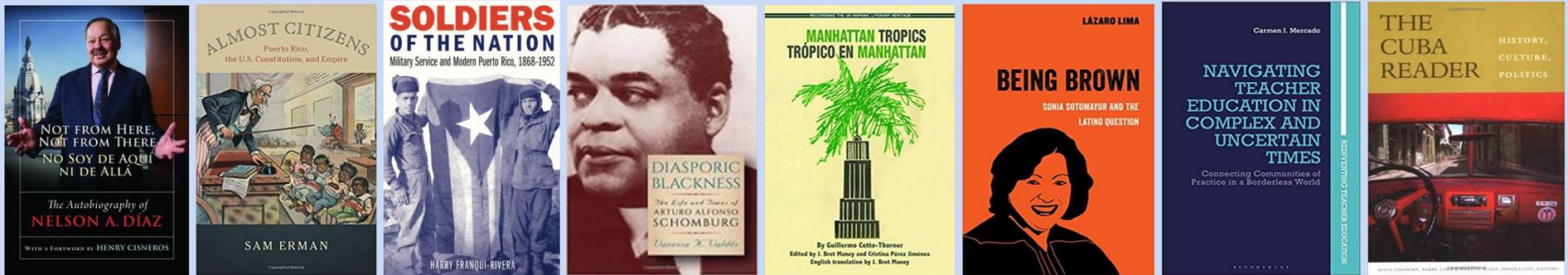
Moin Llama

Consider Books to use as Resources:

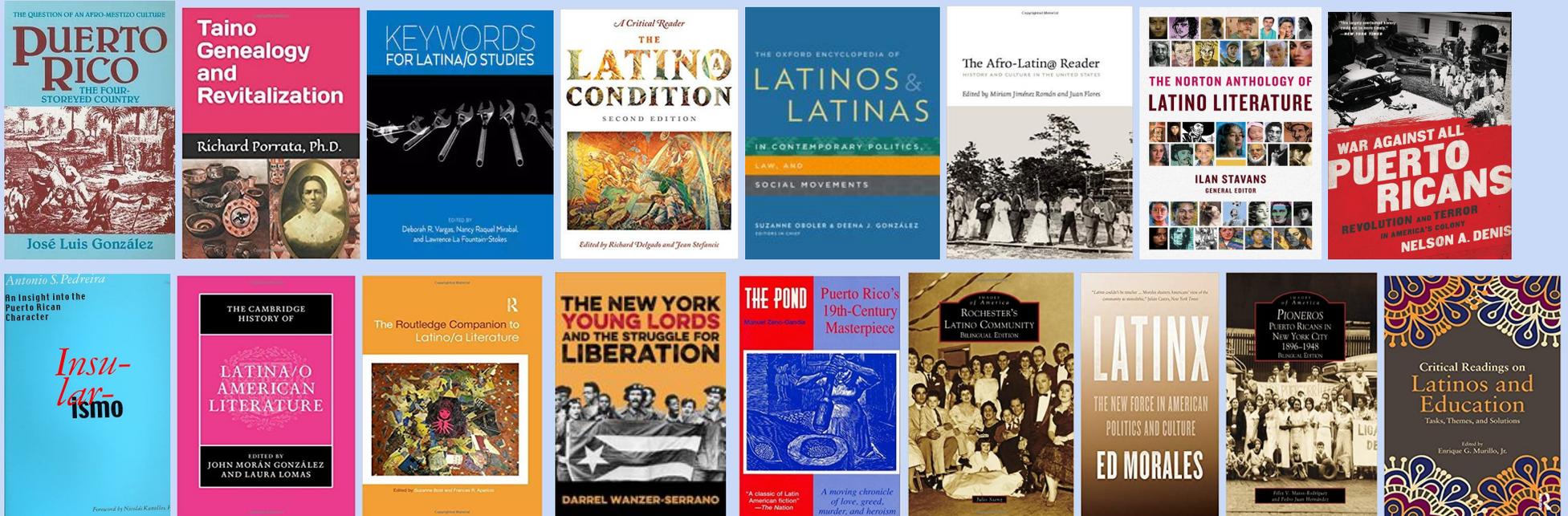


DVD or Streamed on Netflix/WXXI/Youtube & Other History /Resource Books





Recovering the U.S. Hispanic Literary Heritage: Click onto: [Arte Público Press](#) for further information on these publications.



Click: [SAMPLE ARTICLE: HANDBOOK of Latinos & Education](#)

Examples of Culturally Responsive Teaching/Interviews//Lessons/Articles/Resources

All	<ul style="list-style-type: none"> • The Theory & Practice of Culturally Relevant Education: A Synthesis of Research Across Content Areas • Altering the Trajectory of the Self-Fulfilling Prophecy: Asset-Based Pedagogy and Classroom Dynamics • The Causal Effects of Cultural Relevance: Evidence From an Ethnic Studies Curriculum • PBS Latinos in America • What is an Ethnic Studies Program? • Vamos a Leer • Latino Patriots • Did You Know? / ¿Sabías Que...? • Unit: Historical View of <i>Scientific and Technological Contributions of South American Pre-Hispanic Societies</i>: here • Curricular Guide: Margarito's Forest • Adaptable Unit in 7-12 Social Studies: Complicating the Conquest • Bringing Cuba to life:: Instructional Guide • PPT: Images of Cuba • Latinos in Science • Evidence that Tainos still live within every Boricua • Afro-Puerto Ricans and The Harlem Hellfighters • Teaching Guides_ Documentaries about Puerto Ricans in the U.S. • Envisioning_ Revisioning Latinos in the U.S. • Latino Civil Rights Timeline_ 1903-2006 • Lessons_ Articles_ PR_ 7-10th • Puerto Ricans in the United States Timeline • Puerto Rico in Crisis Timeline • Post Hurricane Maria
Elementary	<ul style="list-style-type: none"> • Latino Voices Share their Stories: https://latinohistoryproject.org/ • Grades 3-5: https://www.tolerance.org/classroom-resources/tolerance-lessons/exploring-the-history-of-latino-civil-rights
Middle	<ul style="list-style-type: none"> • U.S. Intellectual History: jose-marti-as-a-latin-americanlatino-intellectual • Article: <i>We Want to Learn</i> PDF: here • Resource Document: <i>Race Matters_ Implementing Racial Identity Development</i> PDF: here
Secondary	<ul style="list-style-type: none"> • Become a Cultural Ambassador • Podcast with Dr. Paul Ortiz: Dr. Paul Ortiz and Latino/African American History • Dreaming in Cuban by Christina Garcia Resource • Teaching Strategy when Facing History in the Classroom: Journaling History to Inspire Latino Intellectual Identity in History Class • Teacher's Curricular Guide <i>Harvest of Empire</i>: PDF: here • History & Culture of Puerto Ricans in NYC • Educational Barriers for Latino Students • Latino Civil Rights

- [Civil History](#)
- [Latinos in the Civil War](#)
- [Latinos in the US Timeline](#)
- [International Latino Cultural Center of Chicago](#)

More Teacher Resources/Other Ideas

- YouTube Video: [Response to Harvest of Empire](#)
- K-12 Resources_ Consortium of Latin American Studies (CLASP) [LS K-12 Resources](#)
- Dr. Vicky Ruiz: [Why Latino History Matters to U.S. History](#)
- Tougher Times for Latino Students: [History Says Latinos Have Never Had it Easy](#)
- American History Stories: <https://www.history.com/news/the-brutal-history-of-anti-latino-discrimination-in-america>
 - 7-12: New York Times, John Leguizamo Has Harsh Words for Us
<https://www.nytimes.com/2018/11/09/style/john-leguizamo-has-harsh-words-for-us.html>
- TED Talksx_ Why Ethnic Studies Matter, by Ron Espiritu: <https://www.youtube.com/watch?v=XvvMqujD4i8>
- Latino Americans: 500 Years of History: Purpose and Importance: <https://www.youtube.com/watch?v=4Sm6pFRZHTM>
- Identity Teaching and Learning: [Identity Teaching & Learning](#)
- Cultural Visibility=Intellectual Identity=Success: [An Exploration of Race, Identity, and Advocacy through Latino History](#)
- National Endowment of the Humanities_ Puerto Rico: <https://enciclopediapr.org/en/>
- [American Educator](#)

A TASK To Consider

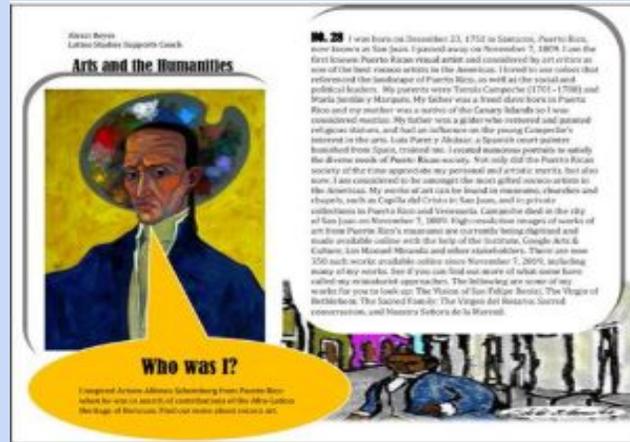
LATINO-BASED CONTENT IN NYS CURRICULUM

The above [Information Sheet](#) provides recommended books, videos, articles and other curricular resources for your review. Please take your time looking through these links. You will find many extensive units, lessons and culturally responsive resources. Access to this sheet will provide you with necessary information to begin brainstorming what and how to incorporate U.S. Latino history/Latino-Based Content into your subject. **Please review the steps below:**

1. Based on the content you teach or your function as academic/language support teacher (ENL/SPED), you will review your **curricular map, pacing chart, target standard(s)** and decide where you can incorporate content from these resources or choose one of the historical figures I provided for you (this can be found on the following link titled: [Famous Latinos Indigenous Contextualized into Content / Latinos _Autóctonos Famosos en Temas en Cuestión](#))
2. You will have to delve into this historical figure's background and extract his or her contributions/research and make it relevant to your subject-area, or another Latino historical figure of your choosing (**Please refrain from using figures from the entertainment industry for this particular exercise**). If you are teaching from the elementary level, decide on the content for your lesson project or series of lessons, which you will eventually implement into your class or a class you co-teach.
3. Begin vetting through the resources below and feel free to look at the resources above. Make sure to cite which one of these resources you took information from. For example, I have a **Who's Who** historical figure of José Campeche. I accessed the  ["Latino History & Heritage for K-12 Curriculum"](#). I then looked at the NYS Arts Discipline/Standards: **Visual Arts, Artistic Process**: Creating ~ Conceiving and developing new artistic ideas and work. **Anchor Standard 1**: Generate and conceptualize

artistic ideas and work. **Enduring Understanding 1.2:** Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals. **Grade Level: 6 Performance Indicator:** Use brainstorming to formulate an artistic investigation of personally relevant content for creating art.

Now, from the link: "[Latino History & Heritage for K-12 Curriculum](#)", I was able to identify [Participatory Photography Curriculum Guide: Ojos Propios](#) to assist as a tool for K-12 (in this case to be modified for 6th grade) to infuse Latin American and Caribbean history and culture in the classroom. It is an extensive 50 page document titled, *Ojos Propios: Photography by and for the People* (link above) that provides great ideas to meet the NYS Learning Standards for the Arts (Dance, Music, Theater, Visual and Media Arts). Consider the specific cultural backgrounds of your students who may be from Puerto Rico, Dominican Republic, Cuba or Central/South America.



Click on the following sites to access units, book review, videos, maps, posters and lessons:

- Diverse Latino Groups/Interdisciplinary
- History of Puerto Ricans:
- History of Dominicans:
- K-12 Resources_ Consortium of Latin American Studies (CLASP):
- Latino Americans PBS:
- Famous Latinos
- Puerto Rican Studies
- Arthur Schomburg is Boricua:
- Interview with Vanessa Valdez:

- [Latino History & Heritage for K-12 Curriculum](#)
- [History of Puerto Ricans](#)
- [Resource to Dominican Studies](#)
- [CLASP](#)
- [Latino Americans Lessons Activities Maps](#)
- [Famous Latinos Contextualized into Content Areas](#)
- [Puerto Rican Studies Progress](#)
- [Review of Valdez \(Schomburg's Boricuaness\)](#)
- [Valdez Interview & Diasporic Blackness](#)

3. As you prepare to do this, you must look at a curriculum your school and or department has developed. I understand that eLearning provides access to a Google Drive based on your subject area and grade level or the folder to the "Old Organizational Structure". Many schools have adjusted to the use of Google Drive where they have their UbD units, pacing charts, assessments, PBLs, etc., organized by grade level teams. Consider the brain-storm example I provided for Living Environment/Grade 2/ Standard 4:[Living Environment 2nd Grade Brainstorming Lesson](#) . I chose to use the scientist, Inés Mexía and provided for

students a short excerpt, a sample sheet with Conceptual Understandings, Chosen Standard(s), Key Idea, Performance Indicator, a Conceptual Question, Learning Target, and Activities. This is where the teacher takes the opportunity to delve into the content of Living Environment and its specifics with the detailed understandings of Inés Mexía's research, scientific methodology and how the the science of botany is related to Living Environment.

4. Create a detailed lesson sequence using the RCSD Instructional Framework. Ensure the following elements are included into your lesson (lesson template of your choosing):
 - a. A historical figure and/or event with a logical and coherent infusion into content
 - b. The Content and Grade Level
 - c. What Curriculum/Unit you are working with
 - d. Standard(s) / Key Idea / Performance Indicator / Conceptual Understandings
 - e. One Conceptual Question
 - f. Learning Target(s) (May also want to consider Language Targets). You can refer to an ENL teacher or let me know if you need a resource to explain how to incorporate language targets into your lesson.

- For your personal notes, following the lesson sequence, provide a Short Narrative with the following details:
 - ❑ Why you chose the particular historical figure.
 - ❑ How you logically and coherently incorporated the historical figure's background/research/contribution into your content.
 - ❑ Ensure you detail the specific research/contribution content of the historical figure and align it with the objectives and focus content of the subject-area.
 - ❑ Explain how and when is the best entry point to incorporate this lesson(s) into your content.



[Latino Graphic Novels](#) / [Top Ten Graphic Novels](#) / [Hispanic Reader_Graphic Novels](#)