

**Estamos aquí: El ayer, hoy, y mañana de la historia latinx de filadelfia**

**We are here: The yesterday, today, and tomorrow of Philadelphia's Latinx history**

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**Unit Content**

**Abstract:**

Gentrification is a trending topic, changing the face of many urban landscapes. Cities are in a constant state of evolution, as ethnic enclaves change demographically. Philadelphia, a city of ethnic enclaves, is no exception to this evolution over many generations. Currently, these kinds of changes are visibly evident in the areas of Kensington and in the area surrounding Italian Market in South Philadelphia, where new construction is changing the face of neighborhoods, and the faces of children in the neighborhood's schools. The unit I have created focuses on a look at the Latinx presence in Philadelphia over time - how it has evolved both geographically and demographically - and how its communities have made a home here, to include a specific focus on the demographic data from, and its subsequent effects on, the neighborhoods surrounding South Philadelphia High School and Kensington High School(s). Ultimately, students are asked to imagine the Latinx communities' in the future of Philadelphia. Students are

asked to detail how Philadelphia might look, and what services might be needed, to recognize and accommodate these ever present and often overlooked communities.

**Keywords:** Philadelphia Geography, Philadelphia History, Bilingual, Spanish as a Heritage Language, Spanish as a Native Language, Demographics, Latinx Communities, Latinx History

**Problem Statement:**

Gentrification is a trending topic these days, changing not only the face of many urban landscapes, but the faces that inhabit them. Cities are in a constant state of evolution, as old ethnic enclaves once filled with European immigrant families changed demographically with ‘white flights’ of the 1950’s and ‘60’s now become the new hipster neighborhood with high dollar real estate. Philadelphia, a city of ethnic enclaves, has been no exception to this constant evolution of movement to, from, and within the city over many generations. Currently, these kinds of changes are visibly evident in the areas of Kensington and in the area surrounding Italian Market in South Philadelphia, where high priced new construction is once again changing the face of neighborhoods, and the faces of children in the neighborhood’s schools. The unit I have created puts the focus on a more in depth look at the changes over time in the Latinx community of Philadelphia, to include a specific focus on the demographic data from, and its subsequent effects on, South Philadelphia High School and Kensington High School(s).

Among the current Kensington generations are my students. Kensington Health Sciences Academy is one of three public neighborhood high schools serving this area, and is the only community school - part of a group of schools that have a special partnership with the city that serve as a link to provide services to the community. I teach Spanish as a Heritage Language

classes that are designed to help students build on the language of their community. In my classroom, Kensington students learn to expand their abilities using some of the languages of Kensington: Spanish, English, and Spanglish. Most are able to understand spoken Spanish, speak Spanish to some degree, and have varying levels of literacy in what is for many their first language. My particular students are either Native Speakers who have recently arrived in the US and speak little English, are proficient due to a migration and/or continued use of Spanish in their home and communities, or are Kensington Natives for whom English has become the dominant language. Because of the range of language proficiency in the classes I teach, I use my class to develop literacy skills through relevant topics, and using materials primarily in Spanish. In an effort to support school and district initiatives that work towards skills needed for critical thinking and evidence-based writing, I curate small units of instruction around a five-class subtopic, as part of a quarterly, or eight-week, unit of study of a broader idea or question. Last school year I created a unit based on a statue of Don Quixote that has long been visible in the community, as a way to spark awareness of representation, gentrification, and civic engagement. During that unit students briefly studied the history of this immediate area over the course of the past 400 years, and were particularly interested in who previously inhabited the places where they now live.

Based on the students' previous attention to the lessons on the history of the greater Kensington area, I have created an eight-week, stand-alone unit that focuses on literacy skills and uses the brain-based strategy of cyclic tasks to ensure student success. The unit of study adheres to the Gholdy Muhammed (Muhammad and Love 2020) framework for culturally, historically, and equitably responsive curricula in order to break old paradigms regarding the abilities of

multilingual students from marginalized neighborhoods, as well as to help students better be able to identify and evaluate the forces at work in their communities, and how those forces affect their schools. Ultimately, I will ask students to use their understanding of these changes to propose recommendations for the school district to meet the educational needs of the evolving Latinx population of the city for future generations.

Hopefully the unit will be used by other educators inside and outside of Philadelphia as “social justice through *acompañamiento*”, to “accompany structural and lasting changes in our learning communities and beyond” (García Peña 511). It is my sincere desire that those students, as well as mine, will become knowledgeable about the past in order to understand the present, and empowered to make change in the future.

### **The Past, Present, and Future of Latinx Studies**

The course’s objectives, as stated in the syllabus include an examination of Latinx literature, music, and pop culture in order to offer a historical and theoretical framework through which to consider the continually evolving Latinx presence in the United States. The syllabus specifically mentions the effects of the United States’ involvement in Latin America as crucial to the understanding of Latinx communities inside of the United States official borders, as well.

Latinx is a broad term, considering the breadth of the Spanish speaking diaspora, and one that attempts to describe communities as diverse as they are numerous. Through readings on all aspects of identity, identities, and in their intersections, I have a better understanding of the impossibility of narrowing down a “Latinx identity”, if such a thing even exists as a monolith. As Gloria Anzaldúa writes in “La Prieta”, “The mixture of bloods and affinities, rather than

confusing or unbalancing me, has forced me to achieve a kind of equilibrium. Both cultures deny me a place in *their* universe. Between them and among others, I build my own universe, *El Mundo Zurdo*. I belong to myself and not to any one people” (209). The idea of a *single* Latinx identity, or even the use of the term Latinx, would require agreement from people so diverse culturally, that the term becomes almost irrelevant to the people to whom it is applied, and becomes probably more useful for non-Latinx people in who it describes, and who it doesn't describe. However, as in Patricia Engel's essay “On naming ourselves: or, When I was a spic” (2017), it is evident that the term Latinx becomes relevant in order to encompass the very group that defies a label because of their diversity, diversity within that diversity, and a physical space to call their own or to feel at home.

The content of the readings has been very relevant for my teaching practice. Themes of colorism, Afro Latinidad/identidad, forced separation, immigration trauma, as well as the significance of language maintenance/loss, all contribute to the layers of Latinx identity, and more specifically, have provided insight into possible experiences of the very students I teach every day. These conceptual understandings, as limited as they are due to time constraints and the wide range of possible topics, useful readings, and other materials for this class, have been helpful in the planning and preparation of the units of study included in this document, and more importantly, to gain a better cultural understanding of the people in the communities where I work and live, and the students I serve.

As a teacher of Heritage and Native Speaker students, I see the issues of language maintenance and language loss every day. As in Julia Alvarez' “La Gringuita”(1999) and Janel Pineda's “How English Came To Me”(2020), I see the reflection of my students who become

immersed in English and lose proficiency in their primary language. The devaluation of primary or home languages by students and their families often occurs as English as a pathway to success is strongly encouraged (or enforced) in schools. Without recognition that the decision to prioritize one language over another is not only harmful and unjust, it is also untrue. Recent work in the study of Heritage Language Instruction shows that "... US Latino children largely benefit from learning to read in their heritage language through additional learning opportunities, such as attending Spanish heritage language school programs. This finding adds to the growing body of literature (Arredondo, Rosado, and Satterfield 2016; Tijunelis, Satterfield, and Benkí 2013) advocating for the benefits of heritage language education in learning to read in the heritage language, as well as the overall academic success and socio-cultural well-being of immigrant children" (Kremin et al.203). It is my sincere hope that through my classes, my students' language does not have to become, as Pineda puts it, a

"...faint memory  
the words of a younger braver self" (21)

"If I sound conflicted, it is because I am." (Engel 196) Although Engel's essay was about "naming ourselves" and the use of Latinx, the root of this selection and so many more over the course of the seminar was about the evolution of a collective identity attached to individuals. The development of identity is a highly personal lifetime process. With the wide-ranging perspectives of diverse Latinx national, cultural, and subcultural identities and wide-ranging experiences, ultimately, there is a need to acknowledge conflict around this ever-evolving identity and all it attempts to encompass. There is conflict, as well, in the terminology that seeks to be inclusive of all of it.

Identity - both individual and collective - ultimately is what frames the unit I have designed. Students have the opportunity to discover how the ever-changing demographics of communities reflect Latinx labels and identity/ies in the present, as well as how they have been considered in the past. The goal is to use the knowledge of history and the experiences of the present to imagine the spectrum of Latinx identities of the future, as well as the communities they will create for themselves.

## **Research**

In preparation to create and teach this unit I researched demographic data sets for the schools being studied, and for the city in general. As expected based on U.S. Census data, the overall, city-wide trend is that the city is becoming more and more Latinx, mainly due to migrations from Latin America. Also visible in the school district data is the increasing rates of needs for English as a New Language classes, in general, and particularly in specific catchments for schools, as well as changing demographics for school district data that show increasing numbers of Latinx students. This data is readily available from about 2014, but earlier data is not accessible if it exists. For earlier data sets, the information can only come from the U.S. Census data for the zip codes being examined, and inferences can be made regarding how this might affect the school level demographics.

From the Victor Vazquez-Hernandez's "The Development of Pan-Latino Philadelphia" 1892-1945 and Kathryn Wilson's "Building El Barrio: Latinos Transform Postwar Philadelphia", information I have long held to be true based on anecdotal evidence is proven factual - there has been a historic Latinx presence in Philadelphia, although the countries of

origin have changed for reasons related to economics and political change. These readings have been adapted and translated in order to be used as source materials or reading material for several of the cycles of learning, as both the work of Wilson and Vazquez-Hernandez contain very interesting information about the ways in which communities developed organized societies for mutual aid that eventually developed into (partially) government funded social service agencies that still exist in the city today, and that would be easily recognized by students. This link between past and present will make for interesting conversations around the legacies of prior migrations and what their experiences mean for more recent arrivals, patterns of migration and assimilations, as well as some quick 'research and present' type of assignments, specifically using adapted readings and the Philadelphia Historical Society's website dedicated to Philadelphia's Puerto Rican history.

Finally, and as a result of preparing a presentation of my unit in progress, I stumbled across an article regarding research currently being done by Temple University PhD candidate Daniel Guarín on the demographic shifts in the exact neighborhoods that are the focus of my unit. The most current information comes from articles published May 6 and May 14, 2024, which mention the research of the language(s) of signage in the two zones focused on by my unit, and what these changes in signage language may represent. The articles are current, local, and at a more accessible reading level for my students, making the ideas clear and comprehensible for classroom use. Communication with Mr. Guarín is pending, but a visit by him to our classroom for a conversation about his research and our unit topic is an option I would presumptuously like to explore. Optional, in the event that a classroom visit is not possible, are a virtual visit, a video interview by students, a video message recorded by Mr. Guarín, or some



other form of communication which does not require an in-person, physical visit to the classroom.

There were few obstacles in researching the sources of information for my topic and lessons. It is likely that the biggest hurdle will be only the making and /or adapting of the information and materials in a way that makes them accessible to students, as it will require translation, as well modifying the readings in order to make the kind of succinct readings that are informationally dense needed for the purposes of my lessons.

### **Content Objectives**

By the end of this unit, I want students to have thought critically around the concepts of heritage, history, power/empowerment, and education in their own neighborhood, and to finally make a prediction. Ultimately, students will look beyond the superficial and question what they see in their environment, and how this has shaped their community's ideas of past, present, and future.

Some crucial pieces of the unit are: 1. Reading to understand, and 2. Researching the history of the neighborhoods and our city, 3. Informal presentations of research results, and, 4. The recognition of cycles and patterns of migrations within the city, region, and country. All of these are skills necessary for preparation for college and career, but more importantly, for specific enduring understandings about the society in which we live and how it shapes our reality, in order to empower students to effect change in the future.

Essential Questions:

1. What are the forces that spark changes in communities?

2. How should communities respond to changes?
3. How will the future of Philadelphia/Philadelphians look?

Big Ideas:

1. Migrations
2. Gentrification
3. Evolution/Change
4. Racism/Ethnocentrism
5. Language Racialization
6. Mutual Aid

Enduring Understandings:

1. Communities evolve demographically over time.
2. Migration patterns are cyclical and change over time.

Knowledge and Skills:

1. Mapping and observation of current neighborhoods.
2. Guided research into the history of the two neighborhoods studied. Consideration of the historical perspectives of the broader public on the neighborhoods studied.
3. Informal presentation skills to present research findings in a meeting-like situation.
4. Basic reading, comprehension, and interpretation of demographic graphs and data.
5. Consideration of the historical perspectives of the broader public on the neighborhoods studied.
6. Literacy skills, including: determining relevant and crucial themes and patterns in readings, determination and development of key vocabulary, annotation of readings and

images, conversation/debate surrounding a reading's topic, style, and content, use of text features in order to better comprehend and negotiate meaning and messages of a text.

### **Assessment**

Formative assessment of daily progress and skills development in class through participation in class discussions and activities is part of the ongoing continuous process of the class. Summative assessment of the students' understandings, abilities, and use of the material will be based on evidence-based conclusions in each five-class cycle and the evidence-based presentation of predictions for the future of the Latinx communities in Philadelphia.

### **Teaching Strategies**

All unit planning for these classes begins with topic ideas from my students, usually reported to me through conversations and/or quarterly class surveys in an effort to make units that are not only relevant and useful, but that will capture and hold student interest over the eight-week course of a standard, grading quarter-based unit. Every unit I create and teach centers around brain-based principles intended to help students successfully access content objectives using two main frameworks for planning units that are pedagogically sound and culturally

responsive to my specific students, while taking into account the specific directives of the school district and state.

In this case, the topic idea grew out of a previous unit in which students had several brief lessons focusing on the specific history of the areas that are now the neighborhoods that fall within the school's catchment. Students showed unique interest in the primary source materials talking about specific landmarks in the neighborhood, as well some multimedia about the city's indigenous and African-American history, in general, as well as specific interest in the website from the Historical Society of Philadelphia dedicated to the city's Latinx communities over time. Based on these observations and the general enthusiasm for the background and primary source readings, and the content of the TIP course for which this unit is being written, the topic began to become fleshed out into discovering resources and activities that support student growth.

Because the ultimate goal of my classes is to grow language skills that students already have, much of what I do centers around strengthening literacy skills using Spanish language readings (when possible) and a cycle of activities that support the reading and are repeated tasks, but use new content. Ultimately, students learn to focus on the content because the task is not the focus. The activities, by and large, are literacy skills-based activities that students can use in other content areas, such as translanguaging, annotating, vocabulary work, and evidence-based writing. The cycle also promotes a facilitator role for the teacher, while the focus is on learning through the tasks and activities, with little direct instruction but heavy on guided practice. This follows a brain-based framework that coincides with the ideals set forth by Kaufmann et.al. in that the cycles help students become more motivated as they engage "their innate search for

meaning, their capacity to recognize and master essential patterns, conscious and unconscious processing” and acknowledge their developmental steps and shifts.” (53-54)

Another framework used in creating units, or in reworking every unit I teach, is the equity framework for culturally responsive teaching proposed by Muhammed & Love in *Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy* (2020). For each eight-week unit I begin with deciding the ways in which what I am planning can fit into the framework, or ways in which I can work the frameworks’ ideals into my plans. Much of this is similar to the Understanding By Design model that asks for big questions and essential understandings, but requires a culturally knowledgeable and responsive lens. These elements are also used in my lesson planning, as they are school level/district level requirements asked for in the five-class unit plan. Using a table with each Historically Responsive Literacy (Muhammed & Love) ideal and the evidence from the unit plans is at the beginning the unit plan:

<b>Muhammad &amp; Love’s Historically Responsive Literacy (HRL) Framework (2020)</b>	<b>HRL Framework In action</b>
<ul style="list-style-type: none"> <li>• Identity development; defining self; making sense of one's values and beliefs</li> </ul>	<p>This unit will ask students to research and reflect on their own identities as members of a school community, the broader community of the school’s catchment, and as citizens of the city</p>

	<p>of Philadelphia, as well as how their ethnic identities and communities have shaped the communities to which they belong.</p>
<ul style="list-style-type: none"> <li>• Skill development; developing proficiencies through reading and writing meaningful content</li> </ul>	<p>The unit will call on students to use literacy skills of identifying and developing meaning from key vocabulary, annotating primary and secondary source texts, reading and interpreting graphs and data, finding text evidence for their own conclusions and opinions, as well as for their predictions. Students will be asked to write using an academic organizing tool, as well as to present their predictions.</p>
<ul style="list-style-type: none"> <li>• Intellectual development; gaining knowledge and becoming smarter</li> </ul>	<p>Students will develop an awareness of migration patterns and cycles in order to gain knowledge of the historical demographic changes of their own communities and schools. Also, they will gain knowledge regarding demographic changes in other parts of the city that have taken place over time. They will see how these changes have affected the schools and the communities in order to predict the city’s future demographics.</p>
<ul style="list-style-type: none"> <li>• Criticality; developing the ability to read texts to</li> </ul>	<p>Students will examine demographic data, as well as historic information on the contributions of Latinx communities within</p>

understand power, authority, and oppression	the city in order to determine who has influence, where, and why shifts in neighborhoods take place.
<ul style="list-style-type: none"> <li>• Spark joy; celebrating student, their lived experiences, and their cultures and languages</li> </ul>	Hopefully, students will recognize the contributions of members of the Latinx community in Philadelphia over time, recognize their own families' places within the history of the city, and celebrate the diversity within their communities as well as within the broader communities.

The unit will begin with the present day and by asking about who students believe to be the Latinx community of our school and in the school's catchment. Student perception of the community as an introduction to the unit will yield interesting discussions about who students see every day around them, as well as who they don't notice. In expanding out from their own communities to other familiar communities, students can compare and contrast perceived populations as well as reflecting on why we hold these perceptions.

Using a unit note catcher for a pre-reading strategy by conducting research and collecting data through a short virtual field trip, students collect data on businesses, parks, schools, etc. in two areas of the city: the Kensington High School Multiplex (there are three High Schools that serve Kensington as neighborhood schools) and the area around South Philadelphia High School. These materials are designed to suit my specific needs and coordinate with the readings and activities for the classes - and are English and Spanish, allowing students to respond in the language(s) they choose. These materials are perfect to start the unit and end the unit as they

work as a note catcher for initial data collection, followed by further note taking on the readings and graphs, for conclusions to be drawn by the students each step of the way, and finally, ending with a prediction for the future of these neighborhoods based on historical data trends in the form of a presentation. All of this is encompassed in the unit's materials for each cycle, and some literature-based discussion of the city's history in general, as well. These will also include some quotes from several sources about the Latinx history of the city, from Victor Vazquez-Hernandez and Kathryn Wilson, as well as the Philadelphia Historical Society and The Philadelphia Bulletin and the Inquirer.

One important pedagogical tool, in my opinion, is the strategic use of conversation. Starting from opening and closing class with a good, open-ended question that asks students to draw evidence/experience-based conclusions, to facilitating conversations around content knowledge, to using questioning as a way to spark interest or creativity, and even turn and talk type activities that require students to engage in conversation with each other, this simple classroom activity can provide for meaningful content acquisition on the part of the student. Using this model from the seminar that is the source of this unit, and the content knowledge and readings from the seminar, as well, classroom activities will provide for some flexibility in order to accommodate classroom conversation around the specific topic for each of the cycles of instruction in my unit.

The lesson plans for the reading of the articles and book excerpts, as well as for the non-fiction pieces of the unit, will follow a process I have developed to help students practice skills and develop stamina with the end goal of a more robust literacy practice that can be used across content areas and further expanded for use as the student continues their academic trajectory.



The process includes determining background information, identification of key vocabulary words and some practice with making meaning from unknown vocabulary words, multiple exposures to text, annotation, comprehension practice, and analysis of the themes. These units will begin with the perceptions of current neighborhoods and a mapping activity, as well as a look at recent census data and school demographics, and any pertinent news articles relevant to the change happening within these communities. In each cycle students will examine the materials for a specific time period, working backwards from the present.

The last cycle will be used to make some predictions about what the future will look like for these neighborhoods based on trending data, to include graphs and materials based on the predictions. Students are asked to decide: 1. What will the Kensington area look like in the future, based on current and historical demographic trends, 2. How will their predictions specifically affect the Kensington High School Multiplex? 3. How could the current and past inhabitants likely be remembered and honored, if at all?

### **State and District Standards**

These lessons and activities all support the American Council for the Teaching of Foreign Languages (ACTFL) World-Readiness Standards for Learning Languages (2015) for ‘foreign’ language instruction. Although it is not a foreign language to my students, these are the required standards for instruction in my class according to the School District of Philadelphia. The ACTFL standards supported by my unit, along with the unit parts supported by each, are as follows: Under the standard of *Interpretive Communication*, all, or almost all, of what the student

receives in the class is in Spanish. This includes class materials, conversations, and instruction. In order to meet the standard of *Presentational Communication*, students will present their predictions based on evidence from their materials from class, and through the creation of new graphs and data representations, as well as visual representations supporting their predictions. In order to meet the standard *Making Connections*, the unit covers local geography and history through the research into the two schools in Philadelphia and their surrounding communities. Basic literacy skills are reinforced through the reading process of annotation, comprehension, and analysis. Civics is a running theme through the unit of study in general, and the demographics and history, in particular. In order to meet the standard of *Acquiring Information and Diverse Perspectives*, students conduct research into the communities in, and the Latinx history of, Philadelphia, that require students to ‘acquire and evaluate perspectives.’ My ultimate hope is that, through his unit of study, that young people do not remain, as Smith (2006) writes in *Uses of Heritage*, “passive receptors of the authorized meaning of (their) heritage”, but can construct a sense of heritage and history “that is both more inclusive of alternate discourses” that “acquire or engage with a sense of history”. Through the students’ imagining of the future they will also be considering other perspectives of their own work. And lastly, to meet the standard of *Cultural Comparisons*, through the imagining of a future Philadelphia, students will be gaining new insights into their own community and the cultures in it, reflecting on their history and their impact, now and in the future.

## **Classroom Activities**

Observations/Perceptions, Conversation, Mapping Activity:

The opening activity to the unit will be a conversation regarding observations and perceptions of the Latinx community in the United States, in the region, in Philadelphia, and in the general Kensington area where the school serves. Opening a unit asking for student thought and perspectives is a technique that helps me to achieve student buy-in as students are eager to share their perspectives and experiences, and even their opinions. Referencing the conversation and perspectives throughout the units helps students see how their perspectives and ideas frame their thinking, and invites them to understand that confirming or changing an idea based on new evidence/knowledge is ultimately the goal. Thoughts and ideas resulting from the conversations can be recorded in a note catcher document that can be used for recording responses to the materials in class. This document allows for students to participate in conversations, or just observe, make notes and collect 'data', and record their initial thoughts on the topic prior to any exposure to the background information or data.

Included will be a mapping activity using Google Earth and Google Maps to virtually visit the neighborhoods. The materials include spaces and instructions for recording data from any businesses, parks, schools, murals, plaques or signs, a map of the area, and other images. They can also record any thoughts and feelings on the actual images, and a reflection on who is not represented, as well as any thoughts on how it might represent a power dynamic also present in society, either now or in the past.

This will open the students up to a conversation about neighborhoods in general, and this one in particular. Using teacher made documents we can discuss and/or use other resources such

as readings and videos to learn more about specific features students might want to learn more about. It is during these lessons students will come to have a deeper understanding of as well as political and societal values represented. I am hoping that this sparks a deeper conversation on those topics prior to focusing on the specific data and that we can return to those ideas throughout the units.

The flow of the eight-week unit, made up of four, two-week mini units, could be arranged in many ways. Chronologically, from the past seems the most intuitive start for the flow of lessons, but in making the unit and lesson plans, starting from student observations and lived experiences seems as though it might be a better jumping-off point in order to grab students' attention and earn student buy-in.

### **Lessons and Activities**

The opening day of the broader unit will be spent on the virtual field trips, and the conversations. Students also will express opinions on what they've recorded about the neighborhoods, and how that might be symbolic of a broader feeling of representation, or lack of representation. On day two students will make meaning from key vocabulary words used to talk about demographics and data. They begin to reflect on their ideas of communities, what they are in general, and reflect on how neighborhoods reflect (or not) the people who live within them. During these conversations, an effort is made to encourage students to think about how a neighborhood can represent the past and the present (and the future) at the same time, in preparation for the culminating activity in which they imagine the future of the physical community and the Latinx community. Some initial headlines about the area around the school

and the area of South Philadelphia in the form of a collage will be examined for what they are saying about the current community and who lives there. On day three students begin to examine current demographics from the census data and school district data. This can be added to the note catcher as a source for student research. These materials will be translated for student use in a Spanish classroom. I anticipate some discussion of the literacy strategies needed to read a graph, and a summary of what the data says.

On days four and five I intend to scaffold student thought into a flowchart or timeline beginning in the present, this will include student summaries of data and headlines. The flow chart will continue through the units as they research the past. On these days students will be asked to compare the neighborhoods using evidence from their readings, as well as to offer an opinion on what each neighborhood might be lacking to better meet the needs of the community based on the demographics.

The table below breaks down the general, five class session cycle of study, to include the introduction to the topic, the cycle of flow or procedure for 80-90 minute classes, and a quick assessment on day five. This cycle is repeated, although with a different or unique quick assessment task for each cycle. For classes that meet on an A/B day cycle, each cycle would last two weeks. The materials could be broken down and used for shorter classes that meet every day, as well, however I design for use in my block schedule classes of 81 minutes that meet every other day.

Cycle 1 See appendix for lesson plans and materials	Launch, Virtual Field Trip, etc.
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Day 1	Conversations	Key Vocabulary/Dictado	Some media - video or photos
Day 2	Key vocabulary practice (usually a Frayer Model)	Group reading and annotating	Same/different media - depending on how students respond
Day 3	Key vocabulary practice (Blooket)	Group reading and annotating - same/different text depending on student response	Check for understanding - conversations, quick Q&A in writing
Day 4	Key vocabulary practice (paraphrasing from the reading)	Analysis of the reading	Analysis of the reading + Media selections
Day 5	Analysis of the reading /Application of the reading - some kind of project based assessment (TEXAS paragraph, art, etc.)		

### **Materials Needed**

The included lessons do not require any particular materials beyond what is provided: readings, etc. If a teacher chooses and has access to a large projection screen in order to work with students in this way on group annotations of readings, or to show multimedia presentations, that is an option. I have the following resources available and will use them in implementing the lessons, however, individual teachers should determine what the methods and tools better suited to the students they teach are in order to make the lessons more useful.

Included in this document are:

- Links to sources of the materials used in designing readings and materials for the lessons of all four cycles. Teachers can and should adapt these to their students' needs. This can be in modifying readings to make them more accessible, or finding the relevant data sets and historical documents for cities outside of Philadelphia.
- Lesson plan cycles for the opening and closing cycles (two of four cycles needed for an eight-week unit). Teachers can and should use either my own repeating cycle of activities for each lesson for all four cycles, or again, adapt what is provided in this document to better meet their own style of teaching and always to meet the learning needs of their particular group of students. Each set, or cycle, of five classes has a link to a folder containing the readings and other materials. These are view-only, and I invite teachers to make a copy and adapt them as needed.

As part of the procedures for classroom activities within the lesson plans, some other materials may be needed. For example, in order to introduce key vocabulary and concepts in my classes, I use an exercise in which I dictate the words out loud to students and they write them on white boards, then check against my spelling in order to reinforce phonetics in Spanish, as well as to point out that bilingualism often presents some cross-language transfer when it comes to writing. This activity would require a white board, dry erase markers, and erasers. At the end of the activity, students are presented with a list of key vocabulary words and use dictionaries to look up the definitions, as well as to negotiate the best definition relevant to our topic of study. This activity requires the use of actual dictionaries, or chromebooks or laptops with wifi access in order to look up the definitions. Many of the activities used in the lesson plans require students

to draw, and students may choose to use colored pencils, markers, or crayons. This requires the addition of these utensils to the materials list.

Lastly, I invite anyone who is interested in and/or uses these ideas or materials to reach out with any feedback, or for further collaboration.

## Resources

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This is one of the data sources for some of the graphs included in the lesson plans. Use of updated graphs for use in future lessons. These graphs contain demographic data pertaining to the School District of Philadelphia. For use in other cities, similar data should be obtained.

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[https://hsp.org/sites/default/files/legacy\\_files/migrated/latinophiladelphiaataglance.pdf](https://hsp.org/sites/default/files/legacy_files/migrated/latinophiladelphiaataglance.pdf)

This one pager is a useful tool for students to peruse throughout the unit.

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Included in this document is the table used for each eight-week unit I create in order to ensure that my unit adheres to the Muhammed and Love framework for culturally responsive and equitable experiences through my topics, materials, and instruction.

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## Classroom Resources

### Lesson Plans:

Regando	<b>Cycle 1: Estamos Aquí: El pasado, el presente, y el futuro del Filadelfia Latinx</b>				
Standard(s) :	<u>Interpretive Communication:</u> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.				
	<u>Acquiring Information and Diverse Perspectives:</u> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.				
	<u>Making Connections:</u> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.				
	<u>School and Global Communities:</u> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.				
Sub Question(s) that Relate to the Big Question:	Estamos Aquí: Present Day Hispanic/Latinx Philadelphia				
Date:	Day 1	Day 2	Day 3	Day 4	Day 5
Objective(s) : Minutes: Note objective's importance!	I can: 1. Participate in a discussion about the current demographics of Philadelphia 2. Identify specific neighborhoods of the city using a map 3. Spell and define key vocabulary using a dictado exercise in order to read and understand	I can: 1. Recall, identify, and develop a deeper understanding of key vocabulary using a Frayer Model 2. Annotate and determine the main ideas of a reading 3. Summarize & determine key details of the reading section	I can: 1. Recall, identify, and develop a deeper understanding of key vocabulary using an online gamification practice 2. Annotate and determine the main ideas of a reading 3. Summarize & determine key details of the reading section	I can: 1. Paraphrase parts of a reading using key vocabulary words 2. Read and annotate graphs 3. Summarize the information and determine key details from the graphs 4. Map and include pertinent information of the places mentioned in the reading	I can: 1. Conduct observations and take data regarding school signage 2. Interpret the data collected from the school signage 3. Use an organizer to write a TEXAS paragraph suggesting changes in school signage
Do-Now Minutes: (No more than 5 min)	¿Cuándo es el presente?/When is the present?	What do you see in your neighborhood on your way to	What kinds of signs do you see in your neighborhood/on	How do you think signs look in Southern/Central Florida? New	What did you learn over the last 2 weeks in this class?

		school? What does this tell someone about your neighborhood?	your way to school? What does this tell someone about who lives in your neighborhood?	York? Center City? West Philly? Why?	
Hook and Introduction to New Material: Minutes:	Meeting Instructions for stations/activities	Meeting Instructions for stations/activities	Meeting Instructions for stations/activities	Meeting Instructions for stations/activities	Meeting Instructions for stations/activities
Learning Activities Connected to Objective: Minutes:	Article Title & discussion/ Predictions  Virtual field trip  Note catcher/ Mapping Areas from the article.	Frayer Model	Blooket - Matching game of vocabulary words	Paraphrasing activity	School signage in your school: in school field trip to gather data
Station 2:	Dictado - key vocabulary is heard and spelled	Read and annotate for comprehension	Read and annotate for comprehension	Look at graphs	School signage data interpretations
Station 3:	Dictado - key vocabulary is defined	Summary and key details	Summary and key details	Summary and key details	School signage suggestions; TEXAS paragraph
Exit Ticket/ Reflection: Minutes:	One word: 1 thing you've learned today	One word: Reaction to the reading	One word: Reaction to part 2 of the reading	One word: Reaction to the graphs	¿Qué importa saber lo que estudiamos en estas clases?
Materials: <a href="#">Cycle 1 - TIP Spring 2024 - Felix/Latinx Studies</a> <a href="https://drive.google.com/drive/folders/1_pWswJ7nnesryvqVmuPq4vEuZtEkiew-">https://drive.google.com/drive/folders/1_pWswJ7nnesryvqVmuPq4vEuZtEkiew-</a> For extension: city data clickable census map <a href="https://www.city-data.com/races/races-Philadelphia-Pennsylvania.html">https://www.city-data.com/races/races-Philadelphia-Pennsylvania.html</a>					

La Llegada	<b>Cycle 2: Estamos Aquí: El pasado, el presente, y el futuro del Filadelfia Latinx</b>				
Standard(s) :	<u>Interpretive Communication:</u> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.				
	<u>Acquiring Information and Diverse Perspectives:</u> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.				
	<u>Making Connections:</u> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.				
	<u>School and Global Communities:</u> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.				
Sub Question(s) that Relate to the Big Question:	Estamos Aquí: La llegada				
Date:	Day 1	Day 2	Day 3	Day 4	Day 5
Objective(s) : Minutes: Note objective's importance!	I can: 1. Participate in a discussion reviewing the current demographics of Philadelphia 2. Identify specific neighborhoods of the city using a map 3. Spell and define key vocabulary using a dictado exercise in order to read and understand	I can: 1. Recall, identify, and develop a deeper understanding of key vocabulary using a Frayer Model 2. Annotate and determine the main ideas of a reading 3. Summarize & determine key details of the reading section	I can: 1. Recall, identify, and develop a deeper understanding of key vocabulary using an online gamification practice 2. Annotate and determine the main ideas of a reading 3. Summarize & determine key details of the reading section	I can: 1. Paraphrase parts of a reading using key vocabulary words 2. Read and annotate graphs 3. Summarize the information and determine key details from the graphs 4. Map and include pertinent information of the places mentioned in the reading	I can: 1. Conduct research about specific events/people from the Latinx community in Philadelphia pre - WW2. 2. Informally present research findings to classmates. 3. Use a worksheet to record notes
Do-Now Minutes: (No more than 5 min)	¿Qué significa 'el pasado'? ¿Cuándo es/era/fue?	¿Cómo crees que estaban los barrios en el pasado?/What do you think the neighborhoods looked like in the past?	¿Cómo crees que eran los negocios en los barrios del pasado?/What do you think the businesses were like in the neighborhoods in	¿Cuáles crees que eran las preocupaciones mayores de los Latinx de Philadelphia antes de WW2 (o, la época de	What did you learn over the last 2 weeks in this class? ¿Qué aprendiste en esta clase en las últimas dos semanas que no

			the past?	nuestro enfoque/ la lectura)	sabías antes?
Hook and Introduction to New Material: Minutes:	Meeting Instructions for stations/activities	Meeting Instructions for stations/activities	Meeting Instructions for stations/activities	Meeting Instructions for stations/activities	Meeting Instructions for stations/activities
Learning Activities Connected to Objective: Minutes:	Article Title & discussion/ predictions  Note catcher - details from reviewing & conversation	Fruyer Model (see cycle 1 materials)	Blooket - Matching game of vocabulary words	Paraphrasing activity	Research: Use the Philadelphia HIstorical Society's website to research the time period prior to WW2. Students use a worksheet to record information.
Station 2:	Dictado - key vocabulary is heard and spelled	Read and annotate for comprehension	Read and annotate for comprehension	Mapping areas from the readings	Informal brief presentations from seats.
Station 3:	Dictado - key vocabulary is defined	Summary and key details	Summary and key details	Conclusions and predictions: what does the information show us? Where will it lead us?	To share the information from their research. Other students take notes.
Exit Ticket/ Reflection: Minutes:	1 thing you've learned today	1 reaction to the reading	Reaction to part 2 of the reading	Share out: 1 conclusion or prediction.	¿Qué importa saber lo que estudiamos en estas clases?
Materials: <a href="https://drive.google.com/drive/folders/1D1zmwu-ZwvZ7LIT80iYP_gC9trFmv50Z?usp=sharing">Cycle 2 - TIP Spring 2024 - Felix/Latinx Studies https://drive.google.com/drive/folders/1D1zmwu-ZwvZ7LIT80iYP_gC9trFmv50Z?usp=sharing</a> For extension:					



Echando Raíces	<b>Cycle 3: Estamos Aquí: El pasado, el presente, y el futuro del Filadelfia Latinx</b>				
Standard(s) :	<p><u>Interpretive Communication</u>: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p><u>Acquiring Information and Diverse Perspectives</u>: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p><u>Making Connections</u>: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p><u>School and Global Communities</u>: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p>				
Sub Question(s) that Relate to the Big Question:	Estamos Aquí: Echando Raíces - (Post WWII - Present)				
Date:	Day 1	Day 2	Day 3	Day 4	Day 5
Objective(s) : Minutes: Note objective's importance!	<p>I can:</p> <ol style="list-style-type: none"> <li>1. Participate in a discussion</li> <li>2. Spell and define key vocabulary using a dictado exercise in order to read and understand</li> </ol>	<p>I can:</p> <ol style="list-style-type: none"> <li>1. Recall, identify, and develop a deeper understanding of key vocabulary using a Frayer Model</li> <li>2. Annotate and determine the main ideas of a reading</li> <li>3. Summarize &amp; determine key details of the reading section</li> </ol>	<p>I can:</p> <ol style="list-style-type: none"> <li>1. Recall, identify, and develop a deeper understanding of key vocabulary using an online gamification practice</li> <li>2. Annotate and determine the main ideas of a reading</li> <li>3. Summarize &amp; determine key details of the reading section</li> </ol>	<p>I can:</p> <ol style="list-style-type: none"> <li>1. Paraphrase parts of a reading using key vocabulary words</li> <li>2. Read and annotate graphs</li> <li>3. Summarize the information and determine key details from the graphs</li> <li>4.. Map and include pertinent information of the places mentioned in the reading</li> </ol>	<p>I can:</p> <ol style="list-style-type: none"> <li>1. Conduct research about specific events/people from the Latinx community in Philadelphia post WW2.</li> <li>2. Informally present research findings to classmates.</li> <li>3. Use a worksheet to record notes</li> </ol>
Do-Now Minutes: (No more than 5 min)	¿Cómo describes el tiempo del pasado no muy en el pasado? ¿Todos los describen igual?	¿Cómo te imaginas la Philadelphia de los 50? ¿De los 60? ¿Los 70? ¿Los 80 y 90?	¿La Philadelphia del pasado (desde WW2 era tan diferente a la de ahora? ¿Cuáles son las diferencias?	¿Cuál crees que era la diferencia más grande entre la Philadelphia de hoy y la del pasado? ¿Por qué es tan diferente ahora?	What did you learn over the last 2 weeks in this class? ¿Qué aprendiste en esta clase en las últimas dos semanas que no

					sabías antes?
Hook and Introduction to New Material: Minutes:	Meeting Instructions for stations/activities	Meeting Instructions for stations/activities	Meeting Instructions for stations/activities	Meeting Instructions for stations/activities	Meeting Instructions for stations/activities
Learning Activities Connected to Objective: Minutes:	Article Title & discussion/ predictions  Note catcher/ Mapping Areas from the article	Frayer Model (see cycle 1 materials)	Blooket - Matching game of vocabulary words	Paraphrasing activity	Research: Use the Philadelphia HIstorical Society's website to research the time period since WW2. Students use a worksheet to record information.
Station 2:	Dictado - key vocabulary is heard and spelled	Read and annotate for comprehension	Read and annotate for comprehension	Mapping areas from the readings	Informal brief presentations from seats.
Station 3:	Dictado - key vocabulary is defined	Summary and key details	Summary and key details	Conclusions and predictions: what does the information show us? Where will it lead us?	To share the information from their research. Other students take notes.
Exit Ticket/ Reflection: Minutes:	1 thing you've learned today	1 reaction to the reading	Reaction to part 2 of the reading	Share out: 1 conclusion or prediction.	¿Qué importa saber lo que estudiamos en estas clases?
Materials: <a href="https://drive.google.com/drive/folders/117mUuYi1t8-ZP1qUGiJkVlf4RmC4NBoc?usp=sharing">Cycle 3 - TIP Spring 2024 - Felix/Latinx Studies https://drive.google.com/drive/folders/117mUuYi1t8-ZP1qUGiJkVlf4RmC4NBoc?usp=sharing</a> For extension:					

Imaginando el futuro	<b>Cycle 4: Estamos Aquí: El pasado, el presente, y el futuro del Filadelfia Latinx</b>				
Standard(s) :	<p><u>Interpretive Communication:</u> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p><u>Acquiring Information and Diverse Perspectives:</u> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p><u>Making Connections:</u> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p><u>School and Global Communities:</u> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p>				
Sub Question(s) that Relate to the Big Question:	Estamos Aquí: Imaginando el futuro				
Date:	Day 1	Day 2	Day 3	Day 4	Day 5
Objective(s) : Minutes: Note objective's importance!	<p>I can:</p> <ol style="list-style-type: none"> <li>1. Participate in a discussion reviewing the current demographics of Philadelphia</li> <li>2. Identify specific neighborhoods of the city using a map</li> <li>3. Spell and define key vocabulary using a dictado exercise in order to read and understand</li> </ol>	<p>I can:</p> <ol style="list-style-type: none"> <li>1. Recall, identify, and develop a deeper understanding vocabulary using a Frayer Model</li> <li>2. Annotate and determine the main ideas of a reading</li> <li>3. Summarize &amp; determine key details of the reading section</li> </ol>	<p>I can:</p> <ol style="list-style-type: none"> <li>1. Recall, identify, and develop a deeper understanding vocabulary using an online gamification practice</li> <li>2. Annotate and determine the main ideas of a reading</li> <li>3. Summarize &amp; determine key details of the reading section</li> </ol>	<p>I can:</p> <ol style="list-style-type: none"> <li>1. Paraphrase parts of a reading using key vocabulary words</li> <li>2. Read and annotate graphs</li> <li>3. Summarize the information and determine key details from the graphs</li> <li>4. Map and include pertinent information of the places mentioned in the reading</li> </ol>	<p>I can:</p> <ol style="list-style-type: none"> <li>1. Conduct observations and take data regarding school signage</li> <li>2. Interpret the data collected from the school signage</li> <li>3. Use an organizer to write a TEXAS paragraph suggesting changes in school signage</li> </ol>
Do-Now Minutes: (No more than 5 min)	¿Cuándo es el futuro?	¿Cómo te imaginas el futuro en general?	¿Cómo te imaginas la Philadelphia del futuro?	¿Cuáles son las razones por los cambios del futuro? ¿Cuáles son los factores que producirán esos cambios?	What did you learn over the last 2 weeks in this class? ¿Qué aprendiste en esta clase en las últimas dos semanas que no

					sabías antes?
Hook and Introduction to New Material: Minutes:	Meeting Instructions for stations/activities	Meeting Instructions for stations/activities	Meeting Instructions for stations/activities	Meeting Instructions for stations/activities	Meeting Instructions for stations/activities
Learning Activities Connected to Objective: Minutes:	Article Title & discussion/ predictions  Note catcher/ Mapping Areas from the article	Frayer Model (see cycle 1 materials)	Blooket - Matching game of vocabulary words	Paraphrasing activity	Project Intro: Philadelphia del futuro Options: <ul style="list-style-type: none"> <li>• 5 paragraph essay</li> <li>• Proposition for an agency to aid the Latino community</li> <li>• Maps of what neighborhoods will need/ look like</li> <li>• School programs proposal</li> </ul>
Station 2:	Dictado - key vocabulary is heard and spelled	Read and annotate for comprehension	Read and annotate for comprehension	Looking at graphs - what the census data shows	
Station 3:	Dictado - key vocabulary is defined	Summary and key details	Summary and key details	Wrapping up the content information : Where do we see patterns? Cycles?	
Exit Ticket/ Reflection: Minutes:	1 thing you've learned today	1 reaction to the reading	Reaction to part 2 of the reading	How do you imagine Philly's Latinx communities in the future?	¿Qué importa saber lo que estudiamos en estas clases?
Materials: <a href="https://drive.google.com/drive/folders/14fjV7o5g5uznGjNjlfD--TppQKzflpKd?usp=sharing">Cycle 4 - TIP Spring 2024 - Felix/Latinx Studies</a> <a href="https://drive.google.com/drive/folders/14fjV7o5g5uznGjNjlfD--TppQKzflpKd?usp=sharing">https://drive.google.com/drive/folders/14fjV7o5g5uznGjNjlfD--TppQKzflpKd?usp=sharing</a> For extension:					

## Appendix

The American Council on Teaching of Foreign Languages World Languages Readiness

Standards as applied in this unit of study:

<p>Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<p>All, or almost all, of the student 'input' - what the student receives in the class is in Spanish.</p>
<p>Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p>	<p>The unit includes several opportunities for informal presentations of information, both evidence-based opinions, and of research results. More formal presentation-style tasks are also possible throughout the unit, and particularly as a way to present the evidence-based opinion required as a closing task.</p>
<p>Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while</p>	<p>The unit covers local geography and history through the research into the existing and proposed neighborhoods. Literacy skills are reinforced through the reading</p>

<p>using the language to develop critical thinking and to solve problems creatively.</p>	<p>process of annotation, comprehension, and analysis, as well as the comprehension and interpretation of graphs and data sets. Civics is a running theme through the study of neighborhoods.</p>
<p>Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>	<p>Research into communities and the history of Latinx people in Philadelphia all will require students to ‘acquire and evaluate perspectives.’ Through their imagining of future communities, they will also be considering other perspectives of their own work.</p>
<p>Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>	<p>In the examination of past and present communities within Philadelphia, students will be gaining new insights into their own communities and the cultures in them, truly imagining a future that reflects their history and their present, but will also represent their future.</p>
<p>School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their</p>	<p>Through the examination of business signage and imaging the city in the future, students are responding intellectually to the patterns of migration and acculturation, and gentrification. Possible visits to</p>

community and the globalized world.

specific sites in the community cannot be ruled out as field trips or excursions, nor can visits to the class by the authors of some of the readings used in class.

