

Hispanic Heritage Month for All:
31 Days of LatinXellence

[Alima McKnight](#)

Keywords

LatinX, Hispanic, Latino, Latina, Latine, National Hispanic Heritage Month, indigenous, culture, Social Studies, elementary, interactive notebook

Abstract

This curriculum unit settles on the term LatinX as the most inclusive term after an examination of the terms Hispanic, Latino/a, and LatinX. The lessons of this unit will serve to empower students to express their culture if they are of LatinX heritage and grow their appreciation if they are not. Students will be engaged with source material via an interactive [calendar](#) and notebook centered around topics sourced from students and connected to National Hispanic Heritage Month.

Content Objectives

LATINOS AND THEIR FAMILIES: WHO ARE THEY?

Latinos in the United States are typically treated as if they are one large, relatively homogeneous group. However, the typical Latino remains as elusive as the typical American. Latinos have come into the United States from various countries, each with their unique historical and cultural traditions. Moreover, even when they are from the same country, different waves of immigration have pulled from different economic or regional sectors resulting in different demographic and adaptive profiles.

(Cauce and Domenech-Rodriguez, 2000)

Latin American studies has not yet become an essential part of curricula and may only be offered as an elective for the interested students that happen to have it taught in their school. My first hint of the worlds south of the border, was as a senior in high school taking the elective International Literature and reading Gabriel García Márquez's *One Hundred Years of Solitude*. Prior to that and even thereafter, exposure to the countries and cultures of Central and South America, as well as the Caribbean, in my academic career were nonexistent. Fast forward 20 years, and as a teacher in the same district I went to

school in, for several reasons, I am surprised that there is still not a push for Latin American studies. First, National Hispanic Heritage Month was established in 1968, which means there has been plenty of time to develop at least a few lessons. Secondly, Philadelphia has been a destination for Puerto Rican migrants since the 1800's, with there being a large influx in the 1950's due to Operation Bootstrap, which means there has been a student population in need of a curriculum that reflects them for decades. Thirdly, today 24.1% of school district students are Hispanic/Latino (USNews, 2024), with several schools enrolling over 90% of students of Hispanic/Latino ethnicity, which means that although there has not been a SDP curriculum that reflects the history and culture of all its student population, there are still students that need it. All of these facts point to a gap between what is and what should be. This curriculum unit seeks to close that gap. By presenting a calendar of 31 lessons corresponding to the 31 days in National Hispanic Heritage Month, teachers will have the opportunity to broaden the knowledge and perspectives of their students. Additionally, the unit will encourage students to see the interwoven history and culture for Americans and Latin Americans. Through celebrations of culture and stories of immigration, assimilation, racism, revolution, and cultural pride, this unit will speak to some missing learning objectives in today's elementary curriculum in Philadelphia classrooms. Like they did with Black History in the 1990's and Native American History in the 2010's, the School District of Philadelphia seems ready to include specific units on Latin American History.

One more reason Latin American studies has not yet become an essential part of curricula also has to do with the politics of who is teaching and who is living the experiences being taught. Creating a climate where the study and appreciation of Latin American life, culture, and geography is more about learning about our fellow human beings with whom we share space living this one life we have together, rather than seeing Latin Americans as if in a fishbowl to be observed, documented, and kept account of. The power dynamic of this "us vs them" mentality is a hindrance for not only academic pursuits, but for actually living harmoniously.

Since language is ever alive and evolving, one essential question requires attention when heading into this foray: what does it mean to be Latin American? So far, the terms *Hispanic* and *Latin American*

have been used almost interchangeably in this unit, but they are not interchangeable. Furthermore, the term *LatinX*, since trending online in August 2005 (Google Trends), has grown in popularity, or notoriety, depending on whom you talk to. So, it may be necessary to parse out these terms prior to asking our essential question: do all these terms define the same people? The answer is “no”, but it is not a simple “no” by any means.

Who is who? Hispanic vs. Latino/a vs LatinX

Outside of the United States, people of South and Central America and the Caribbean often identify themselves by their country. Get folks to talk, and their region, state, or town become even more diverse and yet specific to describe their self-identity. Inside the US, the terms *Hispanic*, *Latino/a*, and *LatinX* seem to fight for position as the best identifiers. This is quite different from people from other countries in the world- yet it speaks to the US view of other places. Europeans are either *European* or their nationality. The same for people from Africa and Asia. The only other region that the US seems to want to break continental divides for is the Middle East, where cultural /and ethnic/ similarities have grouped people across three continents. This need to group people into categories that “help” Americans quickly identify foreigners or people of foreign ancestry, while at the same time reducing people’s claims of their own cultural identity, has become a tool for politicians and business people. Alcoff (2005) said, “Today we may think of this issue as one primarily of concern to marketing firms and political strategists who seek the most effective ways to market commodities and/or ideas, and who are rapidly constituting target markets that constitute ethnicity in relation to consumer preference and patterns of consumption.” Still, the terms are in use and the debate continues at the expense of those who did not coin the terms.

The term *Latino*, a shortened form of *latinoamericano*, was used to describe the people from Spanish colonies in Central and South America since the 1850’s (Blakemore, 2022). *Latino* referencing males and the term *Latina* referencing females, as per the Spanish language endings of the “o” and “a” being the male and female distinction of words respectively. It has since come to identify the people of broader geographic regions instead of linking a country to its Spanish colonizers and the Spanish

language (Alcoff, 2005). Therefore currently, the term Latino/a describes someone from South America, Central America, Mexico, and the islands of the Caribbean. Choosing to identify as Latino/a can therefore seem more inclusive because it recognizes those that people speak languages other than Spanish. In short, Latino/a describes people whose home country or ancestry spans some 33 nations of South America, Central America, the Caribbean, and Mexico.

At relatively the same time in the 19th century, the term *hispano*, the Latin term for Spanish, was used to describe people of Spanish descent in the US, even though previously it was often used to describe ancient Spanish people (Blakemore, 2022). In the 20th century, around 1978, the term *Hispanic* was used to label people of Spanish cultural or ethnic descent in the U.S. The 1980 U.S. Census was the first to seek an official count of Spanish-speaking Americans (Blakemore, 2021), unencumbered by the fact that language is only one aspect of culture and that choosing to group people by their language totally /discounts/ undervalues/ their ethnicity, culture, ancestral nationality, and indigeneity. In short, *Hispanic* refers to people who speak Spanish, and although seemingly inclusive in how people can find a commonality across political divides, it may also be the least sensitive to diversity. However, since the term is the one used by the US government for several decades, it has been an extremely popular self-identifier, particularly with older generations.

The term LatinX was coined more recently in 2004 by the LGBTQ+ community in the US as a more inclusive word, removing gender from the terms Latino/a for those who no longer wanted to be held to the binary and their allies CITE. Since the term stems from Latino/a, the term still refers to Americans whose ethnicity and heritage comes from South America, Central America, Mexico, or the islands of the Caribbean. In short, if the battle between *Hispanic* and *Latino/a* were decided solely on the basis of inclusivity *LatinX* would seemingly be the winner. However, in 2019 (Lopez, et al), most people who identify as Hispanic or Latino/a, had not heard of the term LatinX, much less embraced it. Additionally, due to religious and cultural animosity toward the LGBTQ+ community and its allies, as well as, traditionalists who prefer the comforts of what has been, the term LatinX may have a long road ahead in gaining popularity.

As teachers of kids 5-18 years old, it is known that inclusivity is no longer optional: students can and should be able to loosen the chains of traditional roles and language that do not define or describe who they are. Therefore in 2024, it may be that although not as popular and surely politically charged, LatinX may be the best term to use. An added bonus, in particular with older students, can be a discussion, as this has been, about words, language, and identity in as far as we collectively and individually use and accept new words into our lexicon, and for our ELA teachers, exploring and giving an example of how language evolves and changes for need and side by side of social changes.

Although *LatinX* describes the people of a larger range than *Hispanic*, it still does not distinguish in a meaningful way the array of cultures that the term engulfs. In many ways, Americans unfamiliar with the geography of South America, Central America, Mexico, Spain and the islands of the Caribbean, could easily make assumptions and consider LatinX people to be more the same than different in a willfully ignorant way that does little to honor the diversity among those included in the term. So then what are the differences and what are the similarities among the LatinX population? And moreover, what is the benefit of using the term if stark differences abound?

Unlike the term *Hispanic*, which refers specifically to people from Spanish speaking countries, LatinX is not just concerning itself with language, but is also about location; again, South America, Central America, Mexico, and the islands of the Caribbean; and removing gender. It may be that most Americans do not realize this and think that LatinX Americans share stereotypical cultural characteristics, most notably language and food. However, we know that in Brazil and Haiti, Spanish is not the official language. Additionally, indigenous languages are still spoken:

The indigenous population of Latin America consists of approximately 50 million people, who belong to 500 different ethnic groups. The largest populations (in absolute and relative terms) are in Mexico, Guatemala, Peru and Bolivia. In total, the indigenous population accounts for 8 percent of the region's population. (De Dios, 2020)

In truth, the term *Hispanic* is a census derived term used in order to distinguish geographic differences in language rather than to distinguish cultural heritage. Therefore can we pinpoint what people from 33 countries, close to 560 languages (UTAustin maybe) and about 500 cultural groups, have in common with

each other besides the fact that they speak Spanish? That question posited, is there power in acknowledging that not being from the USA or Canada can give a perspective that could be shared among the vast majority of these grouped only by geographic boundaries as outsiders looking in? Might people of color in the US in particular look for recognition of their contributions and place in history beyond the influence that the Spanish conquistadors left via colonization, and be celebrated and honored?

Therefore to settle the debate created by the first essential question: *Who is who? Hispanic vs. Latino/a vs LatinX*, this unit will use the term LatinX with the express desire to be the most inclusive by definition, even though the term has not yet been embraced by all that could use it as an identifier. For those unfamiliar with the term, defining it will be a teachable moment and allow teachers to be allies. Additionally, the term LatinX, unlike the term Hispanic, does not include Spain, but does include Brazil, where Portuguese is the official language and Haiti, where it is French. Although the colonizing country will be acknowledged as the colonizing country, the influence will be strongly Spanish, since according to the census of 2020, there were 63.7 million Hispanic Americans, people either from or descended from people from a Spanish speaking country (Census/Pew, retrieved 2024), .

What events, people, ideas, and movements should be included?

Taking on the task of creating a curriculum unit to celebrate and honor LatinX Americans and their heritage during Hispanic Heritage Month (sic) seemed monumental once the breadth and width of who LatinX people are sunk in. The next essential question became: *What events, people, ideas, and movements should be included?*

In order to explore which LatinX topics would be best suited for an elementary school level set of lessons, some difficult truths had to be acknowledged. It was clear that the topics of racism, discrimination, and assimilation should be explored. Case in point: the struggles of our population of Mexican ancestry. From the Mexican-American War to the Zoot Suit riots and the Bracero Program to current topics in immigration, Mexican Americans have faced uphill battles in the USA just to have a place to call home. America revels in its diversity, while at the same time constantly tries to regulate,

eradicate, and assimilate it. Americans eat the most Mexican food outside of Mexico, while actively trying to close its borders from Mexico. Americans consume the cultures while shunning the people from which the culture comes. In so many ways, the one unifying similarity across all the LatinX cultural groups may be the lack of inclusion extended to people of LatinX heritage in the USA.

On the other hand, if we were to start to explore the differences of all LatinX American cultures, the parameters of this paper would explode exponentially almost immediately. For that reason, a more systematic approach was taken with flexibility being a key component. The thousands of years of history and millions of people from which this unit could derive its content from is massive. This plethora of information needed to be cultivated with a sensitivity and heart for its audience. One way to accomplish this is with a survey for students. Therefore this unit also includes a student survey in order to better prepare the calendar for use with students from various ethnic and cultural backgrounds.

Teachers choosing to use this unit are to find out from their students which topics are of interest to their students. Additionally the survey will ask them their ethnicities so that unit lessons can incorporate the events, people, ideas, and movements of that country or region. Ultimately, the goal is for students to have some control over the direction of their learning. Self-directed learning (SDL) by individuals with “internal locus of control, motivation, support, and self-efficacy” leads to “improved performance” (Boyer et al, 2000) among adults. Furthermore, among high school students who struggle with traditional in-school settings, SDL, coupled with support and encouragement, grew their confidence, positive attitudes towards learning, independence, and fulfillment in the learning process (Schweikert-Cattin and Taylor, 2000). Research on elementary school students using SDL is scant since for at least half of their elementary careers students are learning the fundamentals of *how to* learn and not so much content. However, as per my experience as a teacher for over 20 years, by 3rd grade students are ready for a little “choose your own adventure” on their learning journey.

In order to create a survey that will result in actionable steps in terms of lesson planning, the essential question for this part of the unit is used as a guide. Breaking down the question into smaller parts and asking for respondents to align them with their particular culture is the purpose in order to

inform the content of the lessons (Table 1). These questions can be modified to fit your student population. What is important is to find out what kids know about and therefore may find interesting to learn more about. For students that are not LatinX, sharing the answers to these questions in class will come with peer experts sitting right next to them eager to share their knowledge.

Essential Question: What events, people, ideas, and movements should be included?			
Are there any historical or present-day events that are important to your culture? These could be celebrations, moments in history, or any event that you get excited about.	Who are some people that are important to your culture? These could be famous people. Why? Who are the people in your family that are shown lots of respect? Why?	Cultural beliefs and values come from how we are raised and shape the kind of people we become. Are there ideas and/ or beliefs that are very important to you and your family?	Throughout history, groups of people have gone through struggles. Oftentimes that struggle is to be treated fairly. Was there a struggle that brought pride because it was overcome?

Table 1: Turning an essential question into questions for students to answer in a survey.

The calendar included in this unit chooses to answer these questions very broadly so that survey results can be incorporated into the lessons. Due to many of our students, statistically speaking, not being of indigenous ethnicities, the calendar intentionally has many lessons about cultures that are pre-Spanish colonization. Also keep in mind that Indigenous Peoples' Day is on the second to last day of National Hispanic Heritage Month, October 14th.

Along that vein, the first couple of lessons seek to define LatinX without betting into the debate of *Hispanic* vs. *Latino/a* vs. *LatinX*. Still, students should be able to walk away from those lessons empowered to discontinue the use of the self-identifier “Spanish” if they are not from Spain or of direct Spanish descent and adopt a term that displays a pride in their ancestral nationalities or *Hispanic*, *Latino/a*, or *LatinX*. The goal being that the inclusivity of the term LatinX means people from specific and diverse cultures.

Lastly, many heritage months utilize biographies as a way to celebrate and honor the cultural contributions of the members of the ethnic group to American culture and history. While they are a very important aspect of any heritage celebration but conversely being aware that resources already exist to make accessing biographies easy, this unit chose to focus more on /ideas/. Please take the time to swap

out lessons included for biographies if the survey results show that students are more interested in particular people.

How can an interactive notebook help engage students?

Tools for student engagement are a necessary part of any teacher's arsenal. This means that this unit needed to have a way for students to “buy into” the content, regardless of their heritage or connection to it. In order to better engage students, the calendar for this unit is interactive along with notebook accompaniments. The interactive notebook has been around for a while, but it is truly during the COVID year of quarantine that interactive digital tools for students became the new norm. All this will be accounted for as the last essential question is answered: *How can an interactive notebook help engage students?*

According to the Merriam-Webster dictionary, one definition of *interactive* is “involving the actions or input of a user”. Therefore by definition, an interactive notebook does more to engage students than an ordinary notebook because it requires input rather than merely transcribing what the teacher says. In other words, instead of kids writing down what the teacher says, they are writing their ideas and connections to the material that they are learning. Still, does the increase in engagement with an interactive notebook increase academic achievement? According to Toro (2021), whether in print or digitally, interactive notebooks do. My curriculum unit writing research has found over the last decade that bright colors, large print, rhyme, graphics, art, hands-on learning and musicality promote retention, build self-motivation, and increase engagement in ways that translate into higher academic achievement. All these elements make up the bulk of what interactive notebooks can look and sound like.

The interactive notebook components for this unit will include maps, comic page style inserts, and reference materials that kids can personalize. Teachers will also be able to create a personalized rubric for grading their students’ notebooks by using the basic rubric included. The goal is for students to take ownership during their creation of their LatinX curated materials in their interactive notebooks for National Hispanic Heritage Month.

Teaching Strategies

The overall teaching strategy in this unit is a calendar that includes interactive notebook pages. Within the pages for the notebook, students will begin by locating Latin America and identifying many countries therein. Students will examine topical ideas and historical events, as well as create representations of cultural artifacts.

An effective strategy for student learning is using questioning. Each lesson's title is therefore an essential question so that students see the lesson as a challenge (Table 2).

What is Hispanic Heritage?	Who was there before Spain?	Who are the Maya?	Who are the Zapotecs?	How did Spanish culture influence Latin America?	What are the languages of Latin America?	What does it mean to be LatinX American?
How is art life?	How is music life?	Why is familismo life?	Why does everyone eat rice?	Discrimination and perseverance	Accomplishments in the face of obstacles	American firsts: a biography project
What does Puerto Rican culture feel like?	What does Mexican culture look like?	What does Peruvian culture taste like?	How does Brazilian culture move?	What does Haitian culture sound like?	What does Spanish style look like?	What does Dominican Republic culture smell like?
Who are LatinX poets?	Who are LatinX freedom fighters?	What are LatinX causes?	Where are LatinX places of importance?	Who are LatinX youth?	When are LatinX holidays	Who wants to celebrate?
How are we the same?	What is Indigenous People's Day?	What are the best things about being LatinX?				

Table 2: Essential questions as a teaching strategy

Another strategy for student learning is gamification. A simple tic tac toe style page for their interactive notebook both gives them a fun way to work towards a goal and, if used with another student,

includes the strategy of kids working together. Another fun learning activity could be a trivia BINGO game, reiterating and reinforcing many of the concepts in this LatinX unit.

Additionally, a strategy that is pretty fun and engaging is having kids draw or choose pictures to summarize their learning. Several interactive notebook pages are spaces for students to do that very activity. Creating a space for students to connect images to big ideas will help with salience and retention. It has been long debated in education, yet somewhat universally known in the classroom, that art plays an enormous role in children's development. Malin (2012) found that students creating art in an art classroom developed a sense of independent identity and collective community, as well as “art making is potentially an important way for children to not only make meaningful connections to school, but to develop an identity that empowers them to assert personal meaning in their social and cultural world.” The art of Latin America and Latin America Americans expresses identity, culture, and the celebrations and struggles of self and community. As students interact with it, they too will interact with the ideas that it represents and hopefully will find their voice among the speakers.

One final strategy for student learning employed in this curriculum unit is Self-Directed Learning (SDL), as mentioned earlier. The survey that students will take as a part of their All About Me or Getting to Know You phase in the beginning of the school year will inform the lessons, so students may even be able to “teach” the lesson for the day by way of an introduction of the topic and its importance to their culture.

Classroom Activities

This curriculum unit has more than the usual amount of classroom activities in an effort to supply teachers with a connection to the culture and history of each day of Hispanic Heritage Month. In order to accomplish this, many of the activities are presented as short, one period lessons with brief assignments. That said, most of the activities could be made into week long projects with an artifact produced at the end of the week. The choice of whether or not to do a short activity daily or to create a more in-depth learning experience based on one activity a week is up to the situation within each classroom. It is

recommended that students create an all about me project in the beginning of the school year in order to help guide this decision. If there are only a few cultures represented in the classroom, then it may be beneficial to go into greater detail about those cultures, and vice versa. The possibilities are almost endless. The hope and desire is that teachers and students can work together to create a meaningful and connected cultural exchange and learning experience.

[National Hispanic Heritage Month Interactive Calendar](#)

Essential Question	Who are you?		
Lesson Objective	SWBAT identify and articulate in words the things in life that are important to them and their family IOT represent who they are culturally.		
Student Activity	All About Me Survey & Poster: Students create a poster displaying their favorite things and highlighting different aspects of their culture.		
Survey Questions	Are there any historical or present-day events that are important to your culture? These could be celebrations, moments in history, or any event that you get excited about.	Who are some people that are important to your culture? These could be famous people. Why? Who are the people in your family that are shown lots of respect? Why?	Cultural beliefs and values come from how we are raised and shape the kind of people we become. Are there ideas and/ or beliefs that are very important to you and your family?

Essential Question	What is Hispanic Heritage Month?
Lesson Objective	SWBAT define the term Hispanic IOT to identify the cultures of countries to celebrate and honor. SWBAT conduct research on a country in Latin America IOT convey information. CCSS.ELA-LITERACY.W.3.7 Conduct short research projects that build knowledge about a topic.
Student Activity	Students will use self directed learning to find out about a specific country in Latin America. They will report on the language, celebrations, food, music, art, and important activities. Fig. 1

Essential Question	Who was there before Spain?
Lesson Objective	SWBAT identify France, Spain and Portugal as colonizing countries IOT recognize that people were living in what became Latin America prior to

	colonization.
Student Activity	Students will design a cup for drinking hot chocolate that tells a story/ creates a theme with pictures.

Essential Question	Who are the Maya?
Lesson Objective	SWBAT create a name tag using the Mayan written language IOT learn that the Mayan people were indigenous to Mexico and used hieroglyphics.
Student Activity	Students will write their name or a short story/ poem using Mayan hieroglyphics. (Fig.2)

Essential Question	Who are the Zapotecs?
Lesson Objective	SWBAT design a rug IOT learn that the Zapotec people were indigenous to Mexico and continue to weave to this day.
Student Activity	Students will write the steps to creating a Zapotec rug using time order words. Students will design a pattern for a rug online.

Essential Question	How did Spanish culture influence Latin America?
Lesson Objective	SWBAT appraise language, architecture and festivals in Latin America IOT identify commonalities across Latin American cultures that were influenced by Spain.
Student Activity	Students will create a sugar skull design and write an informative paragraph about the holiday Dia de los muertos.

Essential Question	What are the languages of Latin America?
Lesson Objective	SWBAT listen to and repeat color names IOT recognize and compare French, Spanish and Portuguese. SWBAT watch videos of stories in indigenous languages of Mexico IOT build an appreciation of other cultures, especially the complexities of language and the role of storytelling and mythology.
Student Activity	Students will write from memory a story from their earliest memory and then use an online dictionary to substitute some of the words into their choice of Spanish, French, or Portugues.

Essential Question	What does it mean to be LatinX American?
Lesson Objective	SWBAT distinguish between the terms <i>Hispanic</i> , <i>Latino/a/e</i> and <i>LatinX</i> IOT appreciate the meaning and use of the term <i>LatinX</i> .
Student Activity	Students will make a T-chart to list their inner and outer qualities and characteristics. (This activity will prime them for the <i>How is art life?</i> activity.)

Essential Question	How is art life?
Lesson Objective	SWBAT examine portraits by Frida Khalo and Pablo Picasso IOT draw a representation of their inner and outer selves.
Student Activity	Students will create a (self) portrait that shows who they are inside and out. Their inner self will show the things you love and care about, the issues that affect you, the celebrations that excite you, and/ or the culture that represents you. The outside will show their physical appearance.

Essential Question	How is music life?
Lesson Objective	SWBAT listen to music of Buena Vista Social Club, Carlos Santana, Tito Puente, and Selena IOT interpret lyrics and musical moods and use words to describe who they are in a word cloud.
Student Activity	Students will create a song chorus to express the feelings they have when you do something that makes you proud of yourself or a word cloud to describe their character traits. Fig.3

Essential Question	What is familismo?
Lesson Objective	SWBAT identify their family values IOT connect with the Latin American value of familism.
Student Activity	Students will create a tree of values and strengths based on the things that your family has taught you. You can use leaves if you want to! Fig.4

When discussing what familismo is, two other terms may be discussed for a deeper conversation: *marianismo* and *machismo*. Although these terms are just as salient and established in traditional Hispanic culture, they may be harmful and rejected in LatinX culture, the culture of the younger Latino/a/e person drawn to ideals and inclusivity. Marianismo is “an idealized traditional feminine gender role characterized

by submissiveness, selflessness, chastity, hyperfemininity, and acceptance of machismo in males” (APA Dictionary of Psychology, 2018). Machismo is “a strong sense of masculine pride” that manifests as “a social behavior pattern in which the Latino male exhibits an overbearing attitude to anyone in a position he perceives as inferior to his, demanding complete subservience” (Mendoza, 2019). These terms may in fact be the exact type of traditionalism that the term LatinX is fighting to move away from and replace with a diversity embracing, inclusive term, freeing people from roles that no longer define them. While the lesson presented here chooses to focus on the value of family, the values placed on female and male roles for hundreds of years and although now seemingly less desirable albeit still prevalent, could be discussed for its positive and negative effects. For example, although these values may have undermined a person's true identity, did it help to keep families intact?

Essential Question	Why does everyone eat rice?
Lesson Objective	SWBAT explore different kinds of rice dishes, recipes, and types of rice IOT develop an understanding of an almost globally universal similarity among people
Student Activity	Students will find the origin of their favorite rice dish and/or find a recipe and do a video about the steps to create it (cooking tutorial for extra credit)

Essential Question	How has assimilation and perseverance affected the LatinX community?
Lesson Objective	SWBAT read an article IOT express in writing their perception of an historical event.
Student Activity	Students will choose an article to read about a hardship faced by a LatinX community in the USA and do a quick write giving a summary, their opinion, and a conclusion about the issue described in the article.

Essential Question	What are some LatinX accomplishments in the face of obstacles?
Lesson Objective	SWBAT learn about historical figures IOT identify the accomplishments of prominent LatinX people.
Student Activity	Students will make a protest sign for a movement they feel most connected to.

Essential Question	American firsts: a biography project
Lesson Objective	SWBAT research a prominent LatinX American IOT write their biography. CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Student Activity	Students will write a biography about an important LatinX figure.

Essential Question	What does Puerto Rican culture feel like?
Lesson Objective	SWBAT will take a virtual tour of El Yunque State Park and make observations of the locations IOT use descriptive words to describe the feelings they get looking at a tropical location.
Student Activity	Students will watch a video about El Yunque National Park and describe how it might feel to visit this place.

Essential Question	What does Mexican culture look like?
Lesson Objective	SWBAT examine and identify the colors and patterns found in Mexican clothes, art, and design IOT identify and describe the patterns and designs of Talavera tiles and create their own tile design.
Student Activity	Students will create Talavera tile inspired designs. Students' tiles will form a mural.

Essential Question	What does Peruvian culture taste like?
Lesson Objective	SWBAT take note of the foods and spices used in Peruvian cooking IOT to form an opinion about their personal preferences for tasting the foods.
Student Activity	Students will discuss in small groups whether they have tried any of the foods in the videos and whether or not they would be willing to try the dishes they saw.

Essential Question	How does Brazilian culture move?
Lesson Objective	SWBAT examine Samba and Copoeria IOT learn about several important physical characteristics of Brazilian culture.
Student Activity	Students will try some of the samba moves in the tutorial video.

Essential Question	What does Haitian culture sound like? (Haiti is Latin America, not Hispanic)
Lesson Objective	SWBAT distinguish between literal and figurative IOT connect to text
Student Activity	Students will choose a Haitian Creole proverb to draw and then explain why they chose it, ie. their connection to its figurative meaning.

Essential Question	What does Bolivian style look like?
Lesson Objective	SWBAT study the details of design IOT design a hat.
Student Activity	Students will design a hat.

Essential Question	What does Dominican Republic culture smell like?
Lesson Objective	SWBAT use descriptive words IOT describe the aroma and flavors of various spices.
Student Activity	Students will smell spices and taste bakery items. They will try to guess which spices are in which items. (Please be sure to get a full list of ingredients and cross reference with known student allergies.)

Essential Question	Who are LatinX poets?
Lesson Objective	SWBAT IOT
Student Activity	Students will choose three words to describe themselves. Use a rhyming dictionary to find a few words that rhyme with each, they will create a poem using the words. OR Create a poem with no rhymes at all! Explore any topic that interests them and gives them pause to contemplate.

Essential Question	Who are LatinX social justice warriors today?
Lesson Objective	SWBAT compose a letter IOT express their feelings and ideas.
Student Activity	Students will write a letter of encouragement.

Essential Question	When are LatinX holidays?
Lesson Objective	SWBAT examine holidays IOT identify and describe the elements of cultural celebrations in Latin America.

Student Activity	Students will create a word web that describes a holiday celebrated in Latin America.
------------------	---

Essential Question	Who wants to celebrate?
Lesson Objective	SWBAT identify aspects of different holidays IOT create art pieces inspired by Latin American holidays.
Student Activity	Students will create some decorations for a holiday they learned about for the last day party when everyone will share what was the favorite thing they learned about during this month of exploration and learning.

Essential Question	How are we the same?
Lesson Objective	SWBAT reflect on the cultures learned about in the unit IOT make comparisons between their own life experiences and that of another culture.
Student Activity	Students will make a digital poster with images identifying all the things they have in common with various Latin American cultures.

Essential Question	What is Indigenous People's Day?
Lesson Objective	SWBAT identify the reasons for Indigenous People's Day IOT explain the importance of its inception and celebration.
Student Activity	Students will write a letter to the indigenous people of which they are aware.

Essential Question	What are the best things about being LatinX?
Lesson Objective	SWBAT recall from the lessons on LatinXellence their favorite points of learning IOT create a summary of their learning experience.
Student Activity	Students engage in a gallery walk/ party of classmates projects from previous lessons as well as create an infographic about the unit.

Standards

The [calendar](#) was created with students in 3rd and up in mind.

3rd-8th Standards for Geography: 7.3. Human Characteristics of Places and Regions

CC.1.4.3.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

CC.1.4.3.H Introduce the topic and state an opinion on the topic.

CC.1.4.3.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.

4th

CC.1.4.4.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

CC.1.4.4.H Introduce the topic and state an opinion on the topic.

CC.1.4.4.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.

5th

CC.1.4.5.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

CC.1.4.5.H Introduce the topic and state an opinion on the topic.

CC.1.4.5.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.

6-8th

CC.8.6.6-8.F. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

9-10th

CC.8.6.9-10.F. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

11-12th

CC.8.6.11-12.F. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Appendix

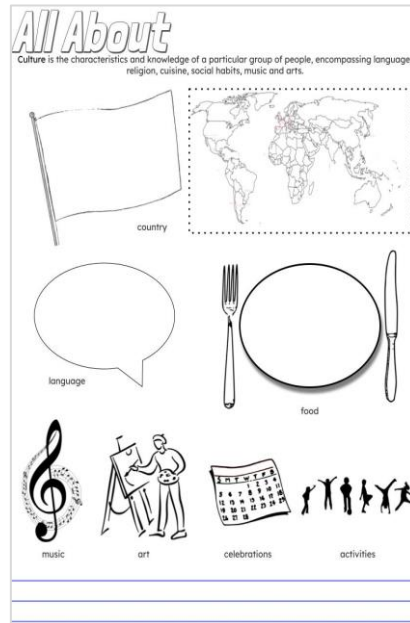
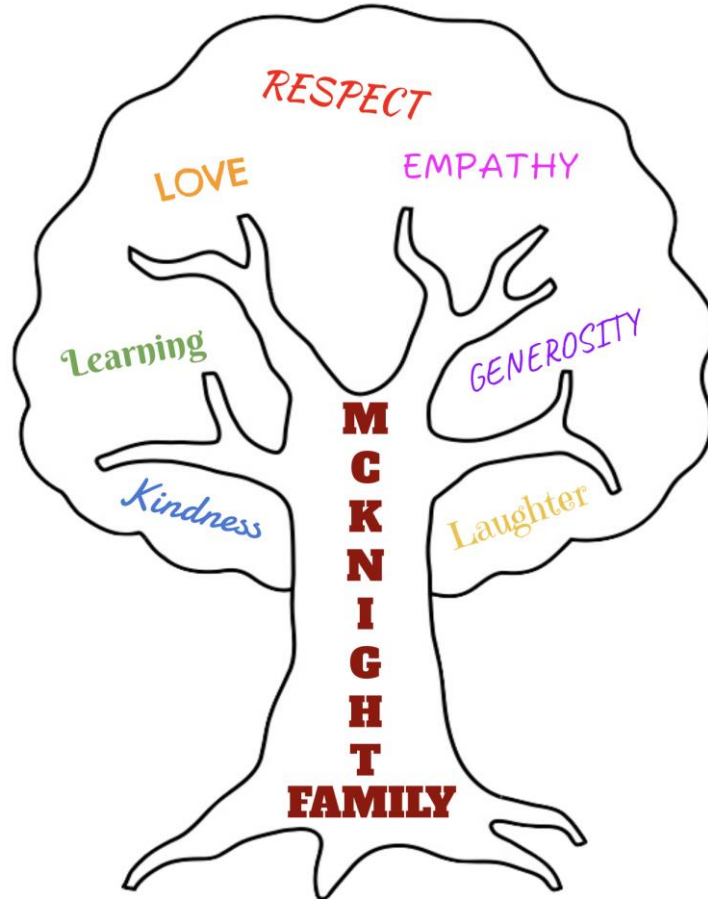


Figure 1: All About a Country activity



Figure 2: Mayan Hieroglyphics naming the months.



copyright 2010 www.firstpalette.com

Figure 4: Family values tree

Sept 15	National Hispanic Heritage Month						Oct 15
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	2nd CDD
Sept 15th National Hispanic Heritage Month Day 1 Research	Sept 16th National Hispanic Heritage Month Day 2 Research	Sept 17th National Hispanic Heritage Month Day 3 Poetry	Sept 18th National Hispanic Heritage Month Day 4 Research	Sept 19th National Hispanic Heritage Month Day 5 Research	Sept 20th National Hispanic Heritage Month Day 6 Research	Sept 21st National Hispanic Heritage Month Day 7 Writing	Sept 22nd National Hispanic Heritage Month Day 8 Writing
Sept 23rd National Hispanic Heritage Month Day 9 Writing	Sept 24th National Hispanic Heritage Month Day 10 Writing	Sept 25th National Hispanic Heritage Month Day 11 Writing	Sept 26th National Hispanic Heritage Month Day 12 Writing	Sept 27th National Hispanic Heritage Month Day 13 Writing	Sept 28th National Hispanic Heritage Month Day 14 Writing	Sept 29th National Hispanic Heritage Month Day 15 Writing	Sept 30th National Hispanic Heritage Month Day 16 Writing
Sept 31st National Hispanic Heritage Month Day 17 Writing	Oct 1st National Hispanic Heritage Month Day 18 Writing	Oct 2nd National Hispanic Heritage Month Day 19 Writing	Oct 3rd National Hispanic Heritage Month Day 20 Writing	Oct 4th National Hispanic Heritage Month Day 21 Writing	Oct 5th National Hispanic Heritage Month Day 22 Writing	Oct 6th National Hispanic Heritage Month Day 23 Writing	Oct 7th National Hispanic Heritage Month Day 24 Writing
Oct 8th National Hispanic Heritage Month Day 25 Writing	Oct 9th National Hispanic Heritage Month Day 26 Writing	Oct 10th National Hispanic Heritage Month Day 27 Writing	Oct 11th National Hispanic Heritage Month Day 28 Writing	Oct 12th National Hispanic Heritage Month Day 29 Writing	Oct 13th National Hispanic Heritage Month Day 30 Writing	Oct 14th National Hispanic Heritage Month Day 31 Writing	Oct 15th National Hispanic Heritage Month Day 32 Writing

What is Hispanic Heritage Month?

Hispanic Heritage is a celebration of culture and accomplishments! The term "Hispanic" includes people from over 30 countries and hundreds of cultures with the Spanish language as their unifying feature. As Americans, Hispanic Americans share in the celebration of American holidays and traditions, but as people whose ancestors are from other places, they also celebrate additional holidays and traditions. It is important to remember the histories of those who immigrated to the USA, as well as their contributions that make the USA great. A part of our celebration also needs to honor the sacrifices and perseverance of Hispanic Americans throughout our difficult past. This is a time to be aware and in awe!

¡Viva la cultura!
(May the culture live!)

What is Hispanic Heritage Month?

While many people use the terms *Hispanic* and *Latino* as interchangeable, please note they do not represent the same people. This calendar chooses to use Latin America as its basis for cultural celebrations and learning, with Spain (which is a part of the geographic aspect of Hispanic but not Latin American) being discussed due to its influence as a colonizing country.

The following article seeks to be a local connection to this national heritage celebration.

Who was there before Spain? (And France and Portugal?)

Colonization is the action of appropriating a place or domain for one's own use.

The people that lived in a place before colonization are called indigenous: "inhabiting or existing in a land from the earliest times or from before the arrival of colonists".

Mexico and most of Central and South America were colonized by Spain, while Brazil was colonized by Portugal and Haiti by France. There were many indigenous people living in these places that were colonized. These different groups of people had their own cultures and languages. Did you know that their ancient ways of life and ideas influence your way of life?

The ancient indigenous people of Mexico, the **Olmecs**, invented hot chocolate!

Some of the peoples of the **Amazon** still practice their **ancient** ways. We can learn from them how to be better stewards of the Earth.

The ancient indigenous people of Peru, the **Incas**, invented step agriculture that allows you to grow **crops** on the sides of mountains! Thank you Incas for potatoes!

The **Tainos** are the indigenous **people** of what became Cuba, Jamaica, Hispaniola, Puerto Rico, and the Virgin Islands. We still use many of their words today!

In what is now Mexico, the Olmec, Aztecs, and the Maya drank chocolate. Even though theirs was not sweet, we still know that we drink (hot) chocolate because they did! "The earliest known use of chocolate was by the Olmec around 1900 BCE and, enjoyed as a drink, it was drunk from special round jars known as tecocates."

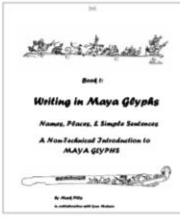


Who are the Maya?

A 5 page book with glyphs and their corresponding sounds.



A 45 page book by Mark Pitts in collaboration with Lynn Hanson with history, photos, and drawings of glyphs with their sounds.



Who are the Zapotecs?

Zapotec Rugs

The **Zapotecs** are an indigenous people of Mexico. They are known for their textiles, especially rugs, which are woven on hand-operated looms, from wool obtained from local sheep and dyed mainly with local, natural dyes. These Zapotec Rugs are **foot loom woven**. A different coil is employed for each color thread used in the rug's design. The rug pattern is previously drawn on scale on a cardboard sheet and used as a reference during the weaving. They combine historical Zapotec designs with contemporary designs.

Zapotec Rugs

- ❑ Pluck some **cachibol** insect off your cactus plants to get enough red dye.
- ❑ Turn the insects into a fine, rich red powder.
- ❑ Mix the powder water for a rich red dye. Mix that with a fresh lime for orange. Or mix it with ash for brown. Mix in tree bark with lime for brown.
- ❑ Get sheep's wool in three colors: blanco (white), gris crema (cream), and gris oscuro (dark grey). Hand comb it and clean it inch by inch until it can be used as hats, or yarn.
- ❑ Your dyes will produce different shades of colors depending on which yarn you choose. Cook your choice of yarn in your choice of dye in a big pot over a fire for 1 hour.
- ❑ Create a **desain**. Flechas (arrows) for protection, mariposas (butterflies) for liberty, lagrimas (tears) for joy or sadness (but always in life there are tears), lines for the constant passage of time.
- ❑ Pedal your feet on the loom while weaving your choice of colored yarn through its threads.

Zapotec Rugs

Zapotec rugs are created by indigenous people in Mexico. The **process by which/ way** the rugs are made takes a long time/ up to a month. First, ___. Next ___. Then ___. After that ___. Additionally, ___. Finally, ___. When the rugs are **finished/ complete/ done**, they can not only be used as rugs, they are ___!

(Feel free to switch the order of the **time order words** to make it sound unique/ special/ your own! Explain at **least 3 steps**.)

How did European culture influence Latin America? ...and vice versa...

The holiday Día de los Muertos was started in Mexico by the Aztecs. Spanish colonial rule moved the holiday to coincide with the Catholic holidays All Saints Day and All Souls Day. The traditions of the holiday traveled to Spain. Although the names of the holidays are different, there were plenty of crossovers to compare. This is an example of a cultural exchange because not only did Spain's catholicism influence the Mexican holiday, but Spain also adapted some of the holiday's traditions. (Only the Canary Islands in Spain celebrate Día de los muertos.) Today, Spain celebrates Día de Todos los Santos, or Day of the Saints, with visits to the cemetery for quiet thoughtful remembrances while across the Atlantic in Mexico is added parades, ofrendas/altars, and extravagant decorations to help celebrate Día de los muertos.


Create a sugar skull design and describe the holiday día de los muertos.




Día de los muertos is a holiday/tradition/ time of year that celebrates/ honors/remembers _____. The origins of this holiday are _____. It is celebrated by ____ and takes place/is on _____. People celebrate by _____, _____, and _____.

The Languages of Latin America


Write a familiar short story from your childhood. Use Google translate to swap out at least 10 words into either Spanish, French, or Portuguese. Here are a few suggestions!
Bonus: Write the theme in the language you chose!



Goldilocks and the Three Bears
 Ricitos de oro y los tres osos
 Boucle d'or et les trois ours
 Cachinhos Dourados e os três Ursos



The Three Little Pigs and The Big Bad Wolf
 Les trois cerseilles y el lobo feroz
 Les trois petits cochons et le grand méchant loup
 Os três porquinhos e o lobo mau



Rainbow Fish
 Pez arcoíris
 Poisson arc-en-ciel
 Peixe arco-íris

What does it mean to be LatinX American?

The terms *Latino* or *Latina* refer to people of Latin American origin or descent, where *a* means a man and *a* means a woman. *LatinX* became a term to replace *Latino* or *Latina*, in order to acknowledge those that were not represented in those traditional definitions. Gaining use in 2004, people that choose to use it, embrace it's diversity and inclusion.

What does it mean to be LatinX American?

INNER ME

Describe your feelings, mood, personality, thoughts, ideals, causes you fight for...

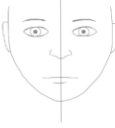
OUTER ME

Describe your look, style, outward vibe...

Create a T chart that displays words or phrases that represent who you are inside and out. Think about the things you love and care about, the issues that affect you, the celebrations that excite you, and/ or the culture that represents you.

How is art life?

Create a (self) portrait that shows who you are inside and out, the things you love and care about, the issues that affect you, the celebrations that excite you, and/ or the culture that represents you. You may use the lists you made yesterday!



How is music life?

Create a song chorus or word cloud to express the feelings you have when you do something that makes you proud of yourself.

What is familismo?

Familismo is a Latin American value that puts family first. Extended family is also very important and it is not unusual to have many family members living together and taking care of one another. Extended family are those people who are related but not brother or sisters and their parents. For example, grandparents, cousins, and aunts and uncles are extended family.

When discussing what familismo is, two other terms may be discussed for a deeper conversation: **marianismo** and **machismo**. Although these terms are just as ancient and established in traditional Hispanic culture, they may be harmful and repeated in LatinX culture. The culture of the younger LatinX generation draws its identity and inclusivity. **Marianismo** is "an idealized traditional feminine gender role characterized by submissiveness, selflessness, chastity, hyperfemininity, and acceptance of machismo in men" (APA Dictionary of Psychology, 2019). **Machismo** is "a strong sense of masculine pride" that manifests as "a social behavior pattern in which the Latino man exhibits an overbearing attitude to anyone in a position he perceives as inferior to his, demanding complete submission" (Blandino, 2019). These terms may in fact be the exact type of traditionalism that the term LatinX is fighting to move away from and replace with a diversity embracing, inclusive term, freeing people from roles that no longer define them. While the lesson presented here chooses to focus on the value of family, the values placed on female and male roles for hundreds of years and although now seemingly less desirable albeit still prevalent, could be discussed for its positive and negative effects. For example, although these values may have undermined a person's true identity, did it help to keep families intact?

Does everyone eat rice?

Although Latin America is made up of 33 different countries, there are several things that are similar across all the different and unique cultures. We learned that language can be one unifying characteristic. Additionally, architecture and certain traditions or customs. Today we will see how rice, a staple food, takes its place on many plates!

A popular way that rice is eaten in many countries in Latin America is with beans. Rice came across the Atlantic from Asia via the Portuguese.

One way that rice in Latin America is different from the rice in Asia is the addition of the color yellow. Yellow rice comes from the addition of saffron or turmeric, two spices that add vibrancy and mild flavor. Otherwise, the rice can take on the color of the beans if it is mixed with.

Does this Colombian arepa remind you of a food you've tried before?

Does everyone eat rice?

Even though many cultures in Latin America eat rice, not all have rice as a staple food. In many Latin American countries, meat pairs with breads made from corn or more so than rice.

MY FAVORITE RICE DISH!

Origin: _____



Ingredients: _____

How to make: _____

YUMMY! YUMMY! RICE IN MY TUMMY!

Origin: _____



Ingredients: _____

How to make: _____

How has assimilation and perseverance affected the LatinX community?

When people migrate to the United States, they come to find a new life. Sometimes it is to escape war, hunger, abuse, or discrimination. Sometimes, it is to have better education, jobs, and freedoms. In any case, getting to the USA can be difficult, but many people believe that once they get here, the difficulties will have been worth it. Unfortunately, the hardships do not always end with the journey to the United States. Sometimes, all new negative experiences await these seekers of a better life. Discrimination, prejudice, and racism have been obstacles faced by many people that look or sound different. Even as migrant families try to assimilate, or fit into and adopt the new countries culture, being treated fairly, being respected, and gaining citizenship can be very hard.

For example, people that migrate from Puerto Rico, which is an American Territory and therefore Puerto Ricans are American citizens, face discrimination and are looked at as foreigners. In addition, Mexican citizens were brought to America by the government to work, but were not paid fairly and pathways to citizenship that were promised were denied.

How has assimilation and perseverance affected the LatinX community?

Knowledge = Power
 Let's learn something new!
 Choose an article to read!
 Form an opinion!

Zoot Suit Riots pitted US Navy GIs against Mexican youth in California.	Operation Bootstrap brings industrialization to Puerto Rico. Was that all it brought?	Young Lords in NY protest trash build up in their neighborhood.
---	---	---

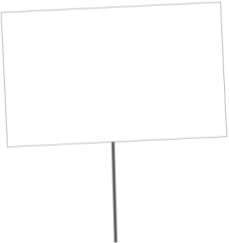
Article	Article
I Read What is the main idea of the passage? What are some important details?	I Read What is the main idea of the passage? What are some important details?
I Think What do you think about what happened?	I Think What do you think about what happened?
Therefore How might the events in the article strengthened the Latino community?	Therefore How might the events in the article strengthened the Latino community?

What are some accomplishments in the face of obstacles?

We now know that when people from Latin America have come to the USA, there can be hardships beyond their journey to get here. Some people have made history for their efforts to see a more fair and equitable society. These trailblazers can be called Agents of Change or Social Justice Warriors. More than a person who tries to make a better life for themselves, these people looked to make life better for many others.

What are some accomplishments in the face of obstacles?

Spreading awareness about an issue is one very effective way to start your journey as a social justice warrior or agent of change. Make a protest sign for a movement you feel most connected to.



American Heroes: A Biography Project

Let's watch and listen to learn about some very remarkable people, both from the past and today!

Then you will choose someone to learn more about.

Organizing and Grouping Ideas in an Outline

Introduction:

- Describe this person's character.
- What is the person known for?
- Why should we know or want to learn about this person?

Childhood:

- When and where was your person born?
- Who were their parents and siblings?
- What kind of child was this person?

Adulthood:

- When and where did the person go to school/ get married/ first discover a love for _____?
- Did anyone influence your person and to what ways?
- Did your person want to be or do anything in particular when they grew up?

Accomplishments:

- When did your person do something great and what was it?
- When did your person do something else great and what was it?
- When did your person do something else great and what was it?
- How were those things related?

Legacy:

- How do people feel about your person today?
- How has your person contributed to a better world/ different world?
- What lessons can people today learn from your person?

What does Puerto Rican culture feel like?

EL YUNQUE

Atop Yabokhu tower, I feel

Swimming in La Caca waterfall, I feel

Walking along Angelito trail, I feel

My Talavera Tile Design

What does Mexican culture look like?

Let's make tiles that resemble these world famous Talavera, Mexico tiles. When we all finish, we can have a beautiful mural of Mexican influenced style and design!



My design is inspired by

What does Haitian freedom sound like?

Haiti is one of the Latin American countries that does not speak Spanish. Haitians speak French. But remember, countries that speak languages that come from the Latin language make up Latin America. Around 95% of Haitians are of African descent because slaves were brought to the island after the French colonizers had devastated the native Taino population through disease and fighting. African people were then brought to Haiti as slaves. In 1804, the slaves in Haiti revolted against their oppressors and won- this is still the largest successful slave revolt in history! France and the USA made it very hard for Haiti to become successful after winning their freedom. Additionally, struggles for power and hurricanes made difficult living conditions even worse. To this day, Haitians strive for a life of independence and success as they work to build their country. They have gained lots of wisdom on that journey.

Read a few proverbs from Haiti.

Draw the literal translation or figurative meaning!

Which one do you like the most and why?

Which one do you think you could use in your life most and why?

Haitian Proverbs

Royi chon, man pa di / Riman rabak
Translation: We can hate the dog, but we can not say that he bites.
Meaning: Even if we may not like someone, we can not accuse him or her of things that he or she wouldn't be able to do.

Pise mouw ki pa yo pa yo ki pa yo
Translation: Forcing people to do what they do not want to do is like trying to fill the ocean with rocks.
Meaning: You can not force people to act against their will.

Kout lapli, tonbe lanbyè
Translation: Raining in the city, falling in the river.
Meaning: By involving in certain activities, sometimes we fall into a worse situation.

Piti se richè malè
Translation: Children are the wealth of the poor.
Meaning: Children bring happiness and comfort to the less fortunate. They are also the future of their families.

Bay pi we di / I we bay, man gran poumanman
Translation: The better the day that it goes to, but the best that travels says that it sees even further.
Meaning: Exploring the world gives us more possibilities than staying where we are.

Proverb: _____

Reasoning: _____

Hats Off to Style!

What does Bolivian style look like?



My design is inspired by

What does Dominican Republic culture smell like?

The Dominican Republic is known for its beautiful beaches and lively culture. It is the most popular tourist destination in the Caribbean. If you ever get to visit, you will get the chance to taste foods with a wonderful blend of spices. Today we will explore these spices and describe their aromas and flavors (if you are brave enough to taste them).

Smell the spices.
Taste the treat.
What ingredients are in which treat?
Let's discuss, but don't talk with your mouth full!

Who are LatinX poets?

LatinX poets have often written about existing in spaces where they are the only ones shining the light on themselves and their experiences. As time passes however, more and more LatinX poets are using their poetic verses to simply share the complexities of life, love, and the world around them- as many poets throughout time have done. Enjoy!



How I Learned to Sweep by Julia Alvarez describes the juxtaposition of learning a chore and war in a far off place. Are there things in your life that seem uncomparable to global events? How might they be connected?

To Live in the Borderlands by Gloria Anzaldúa speaks to trying to belong when no one sees you as a part of their group. Have you ever felt like an outsider?

Choose three words to describe yourself. Use a rhyming dictionary to find a few words that rhyme with each. Create a poem using the words you have. (20. Create a poem with 16 rhymes of all Explore any topic that interests you and gives you power to commentate.

Choose three words to describe yourself. Use a rhyming dictionary to find a few words that rhyme with each. Create a poem using the words you have. (20. Create a poem with 16 rhymes of all Explore any topic that interests you and gives you power to commentate.

Who are LatinX social justice warriors today?

There is controversy over the term "LatinX". While many people that could use the term are unfamiliar with it, some people that are aware of it, for various reasons, do not desire to use it. Can different terms be used to identify different people in the same group? If so, who does the term LatinX represent? Who embraces its use? In a world where people are so often divided by words and ideas, **love** can be a revolutionary thing! Here are some women boldly loving others and themselves!

Who are LatinX social justice warriors today?

Show some love for someone today!
It might start a revolution tomorrow!

Choice is Power!

Choose a woman in your life to celebrate- it can even be yourself! Write her a letter telling her why she is so special. Be bold in your praise!	Choose a person in your life that you know is struggling! Write them a letter telling them how you believe in them. Give encouragement!	Write your future self a letter explaining how it was worth all the things that life threw at you and that you always believed you would make it. Thank yourself for never giving up!
---	---	---

When are LatinX holidays?

There are so, so many holidays and traditions that you may not know about unless you are Hispanic or LatinX, and even then it may depend on your cultural heritage. Still, one commonality about many celebrations in Latin America is that when it's time to celebrate, the celebration is memorable! Most festivities include, food, and many include a gathering of people, either publicly, like in a parade or privately, like in a home or church. Music, dancing, and special clothing may also be a part of the celebration. So, who wants to celebrate?

Almost all Latin American countries have an Independence Day celebration. This is time to celebrate their independence from the colonizing country.

American Psychological Association. (n.d.). *Apa Dictionary of Psychology*. American Psychological Association. <https://dictionary.apa.org/marianismo>
This online book gives the definition of marianismo.

Aztecs, Maya, and Inca for Kids. Ducksters. (n.d.).

https://www.ducksters.com/history/aztec_maya_inca.php

This student friendly website houses article on may topics. This one was about ancient Olmec civilizations.

Blakemore, E. (2022, February 10). “Hispanic”? “latino”? here’s where the terms come from. *History*. <https://www.nationalgeographic.com/history/article/hispanic-latino-heres-where-terms-come-from#:~:text=The%20term%20%E2%80%9CLatino%E2%80%9D%20also%20came,nations%20nce%20owned%20by%20Spain.>

This article examines the terms Hispanic and Latino and the history of the terms.

Boyer, S. L., Edmondson, D. R., Artis, A. B., & Fleming, D. (2013). Self-directed learning. *Journal of Marketing Education*, 36(1), 20–32. <https://doi.org/10.1177/0273475313494010>

This article examines the benefits of people having a say in what they learn.

Cauce, A. M., & Domenech-Rodríguez, M. (2002). Latino families: Myths and realities. In J. M. Contreras, K. A. Kerns, & A. M. Neal-Barnett (Eds.), *Latino children and families in the United States: Current research and future directions* (pp. 3–25). Praeger Publishers/Greenwood Publishing Group.

This chapter explains that Latin Americans come from many different places and implies that terms are limiting.

de Dios, Martín. Affiliate researcher at the Center for Studies for Human Development (CEDH) of Universidad de San Andrés. Director of the Lewet Wichí Foundation., M. (2020, May 14). *The situation of Latin America’s indigenous population and the impact of covid-19*. UNDP. <https://www.undp.org/latin-america/blog/situation-latin-americas-indigenous-population-and-impact-covid-19>

This blog post examines the indigenous populations in Latin America.

Google. (retrieved 2024). Google trends. <https://trends.google.com/trends/>

Lopez, M. H., KROGSTAD, J. M., & PASSEL, J. S. (2023, September 5). *Who is Hispanic?*. Pew Research Center. <https://www.pewresearch.org/short-reads/2023/09/05/who-is-hispanic/>

This article gives data about who is Hispanic in the US

Machismo Literature Review Eunice Mendoza October 15, 2009

This lit review defines machismo from multiple sources into a unified concept.

Malin, Heather. (2012). Creating a Children's Art World: Negotiating Participation, Identity, and Meaning in the Elementary School Art Room. *International Journal of Education & the Arts*. 13.
This article demonstrates support for art being a wonderful tool for learning.

Mcdaniel, R. (1970, June 10). *Bloom's taxonomy*. Vanderbilt University. <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>

This website shows an illustration for Bloom's taxonomy and explains the components.

Mendoza, Eunice. (2009). *Machismo Literature Review*. Working Paper #2009-12. Center for Public Safety Initiatives, Rochester Institute of Technology. Available at <https://www.rit.edu/liberalarts/sites/rit.edu.liberalarts/files/documents/our-work/2009-12.pdf>

This lit review defines machismo from multiple sources into a unified concept.

Periyakoil, V. (n.d.). Hispanic/latino american older adults - geriatrics. https://geriatrics.stanford.edu/wp-content/uploads/2014/10/latino_hispanic.pdf

This brochure gives information about the terms Hispanic and Latino.

Philadelphia City School District - U.S. News Education. (n.d.-a).

<https://www.usnews.com/education/k12/pennsylvania/districts/philadelphia-city-sd-101796>

Schweikert-Cattin, Deborah E; Taylor, Raymond J. Throw-away kids: A successful self-directed learning approach. *Reclaiming Children and Youth* Vol. 8, Iss. 4, (Winter 2000): 227.

This article supports self-directed learning for engaging students.

Toro, S. (2021, April 27). *How to get the benefits of interactive notebooks in digital formats*. Edutopia. <https://www.edutopia.org/article/how-get-benefits-interactive-notebooks-digital-formats/>

This online article examines how "spiral-bound interactive notebooks have long been a popular way to encourage creativity and critical thinking".

Write your name in maya hieroglyphs. (n.d.-b).

<https://static1.squarespace.com/static/586084fa20099ed7750a25c3/t/5f8b0741ce7cf718b1e30aa9/1602946883337/WRITE+YOUR+NAME+IN+MAYA+HIEROGLYPHS.pdf>

This website gives activity sheets for using Mayan hieroglyphs along with lots of pictures.