

Unit Title: Afro-Latinos

Grade Level: grades 11-12

Subject Area: Spanish (IB Diploma Programme year 1)

Duration/Length/Number of class periods: 5-6 weeks

Description: This unit will explore Afro-Latinos in Latin America: the history, culture, and current-day events. It will compare and contrast Afro-Latinos with African-Americans and Africans in the U.S.

Established Goals (National, State, Local): All students have reached the Intermediate Beginner Range, with most students at the Intermediate Mid Range and some at the Intermediate High Range.

[ACTFL World-Readiness Standards for Learning Languages](#)

Communication

- Standard 1.1 - Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
- Standard 1.2 - Students understand and interpret written and spoken language on a variety of topics
- Standard 1.3 - Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics

Cultures

- Standard 2.1 - Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- Standard 2.2 - Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connections

- Standard 3.1 - Students reinforce and further their knowledge of other disciplines through the foreign language.
- Standard 3.2 - Students acquire information and recognize distinctive viewpoints that are only available through the foreign language and its cultures.

Comparisons

- Standard 4.2 - Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own

Communities

- Standard 5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

What Enduring Understandings are desired?

- Afro-Latinos in Central and South America have a deep history and culture that continues through today.
- Afro-Latinos in Central and South America have a complicated history that varies from the African experience in the US.

What Essential Questions will be considered?

- How have Afro-Latinos contributed to the culture of Central and South America?

● How have Afro-Latino experiences in Central and South America varied from those in the United States?

Students will know / be able to:

- discuss the history of Afro-Latinos
- discuss current-day treatment of Afro-Latinos
- make connections between Afro-Latino culture and its origins

Description	Eo im ali ve	Su m ma tiv e	Intr odu ctor y Acti vity	Lea rnin g Acti vity	Stu den t Tec hno logy Use d	Teac her Tech nolo gy Used	ISTE Stan dard s
<p>Units must include at least one of each formative, summative, introductory activity and learning activities. Check the</p> <p>unit project: Each student chooses a Latin American country and researches the following:</p> <ul style="list-style-type: none"> ● history: where Afro-Latinos originate, where they settled (country, cities), when they were brought over, when the country abolished slavery, etc. ● culture: what are some components of Afro-Latino culture, where do those components originate, etc. ● present-day: what are some current issues, movements, events concerning Afro-Latinos 		x			x		3a 3b 3d
<p>presentation of unit project: can be presented to the whole class, in small groups, or one-on-one (depending on the needs of the class)</p>		x					6d
<p>writing practice (IB format): From 3 different prompts, students select 1 and write 250-400 words in Spanish.</p>	x						
<p>reading practice (IB format): Students answer 3-4 different types of questions based on a reading provided by the teacher.</p>	x						
<p>listening practice (IB format): Students answer 3-4 different types of questions based on a listening prompt provided by the teacher.</p>	x						
<p>speaking practice (IB format): From 2 different picture prompts, students select 1 and talk in Spanish for 3-4 minutes about it. Students will then be given a follow-up question by the teacher and discuss that question for 2-3 minutes.</p>	x						
<p>music: all worksheets for songs are found on Zambobazo</p> <ul style="list-style-type: none"> ● Raíces by Agudos Clef (cancionero 2016) 			x			x	

<ul style="list-style-type: none"> • <i>África</i> by Aurelio Martínez (cancionero 2016) • <i>Raíces</i> by DDM809 & Bershla (cancionero 2016) • <i>Afro-Latino Fest</i> by Mecânik InformaL (cancionero 2016) • <i>Angelitos negros</i> by Alejandra Robles (cancionero 2013) • <i>Mi herencia latina</i> by Spanish Harlem Orchestra (cancionero vol. 4) <p>discussions: on Schoology (using technology), silent discussions with question or picture prompts (paper/pencil), small group</p> <p>Black in Latin America, Mexico and Peru (episode 4)</p> <ul style="list-style-type: none"> • watch as a class and discuss (in parts or whole thing) • half class watch Mexico, other half watch Peru; then jigsaw information Stop (short film) • Students will watch and comment (in Spanish) on the video. • They should include multiple “instant feedback” comments, as well as their own original written comments. • They should also include at least 2 different recorded comments throughout, either video or audio. <p>timeline</p> <ul style="list-style-type: none"> • include major events of Atlantic slave trade to the Americas • use Adobe Spark to create a timeline 								
pre-knowledge survey								1c 4a 6c 6d
readings/activities Spanish B Course Companion, 2nd edition (Oxford IB Diploma Programme) <ul style="list-style-type: none"> • p 47 act 1-3 • p 48-49 • p 86-87 • p 211-213 • p 217 act 5-6 • p 218-219 Mañana <ul style="list-style-type: none"> • p 147-150 IB Spanish B (Teaching Point) <ul style="list-style-type: none"> • p 113-114 	x							
virtual reality tours <ul style="list-style-type: none"> • Veracruz, Mexico https://youtu.be/6JyoEWd8kJA • Veracruz, Mexico https://youtu.be/56ldWCUK04c • Veracruz, Mexico https://youtu.be/k11b1GG5g0g • Lima, Peru https://youtu.be/Ef3q6ecmics 					x			1a 1b

<ul style="list-style-type: none"> • Lima, Peru https://youtu.be/Eg7eRvLNhh8 • Lima, Peru https://youtu.be/7tPUg2s77Tc 						
spoken word: Afro-Latina (Elizabeth Acevedo)						x
video: Rutas del Perú: El Carmen (7:39 minutes)						x
<ul style="list-style-type: none"> • picture talk using screenshots from the video • then watch video and discuss 						x

Materials, tools and resources:

- [Black in Latin America, Mexico and Peru \(episode 4\)](#)
- [Stop \(short film\)](#)
- Textbooks:
 - *Spanish B Course Companion*, 2nd edition (Oxford IB Diploma Programme)
 - *Mañana*
 - *IB Spanish B* (Teaching Point)
- podcasts:
 - [Apocalipsis Afro-Latino](#)
 - [Afrosava](#)
 - [Latino USA](#)
- spoken word: [Afro-Latina](#) (Elizabeth Acevedo)
- IB formatted formative assessments (reading, listening, writing) can be found on Teachers Pay Teachers (not yet created, but will be created and posted on the “My Language Corner” store on TPT on or before Jan 1, 2021)
- Videos:
 - [Who Gets to Identifv As Afro-Latino?](#) (2:14 minutes)
 - [Afro-Peruvian Beats Documentary | Red Bull Music Academy](#) (18 min) in Spanish
 - [African Music in Peru at SFPL Main Stage](#) (9:12 min) in Spanish and English
 - [La voz de los sin voz - Afroperuanos](#) (64 min) in Spanish
 - [La esclavitud en el Perú - parte 1](#) (14:28 min) in Spanish
 - [La esclavitud en el Perú - parte 2](#) (14:28 min) in Spanish
 - [La esclavitud en el Perú - parte 3](#) (14:28 min) in Spanish
 - [La esclavitud en el Perú - parte 4](#) (14:28 min) in Spanish

Tech tools

- commentbubble.com
- Kahoot
- Gimkit
- Quizizz
- [Adobe Spark](#) (timeline creator)
- [wakelet](#)
- [sway](#)

- [VR viewers instructions](#) for 360 videos

Unit Plan Author: Heather Klug, Sara Schreiner, Park Center Senior HS (klugh@district279.org, schreiners@district279.org)

Additional credit given to: