



# Boulder County Latino History Project

## Lesson Plans

### Title: American Ideals & Identity: Blended Poetry

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### Overview

<b>Lesson Overview</b>	<p>Students use poetry to explore what it means to be an American. Over the course of two lessons students will look at multiple sources in order to understand varying perspectives about life in America and identity. A local connection is made through Augustine Cordova's song, "Yo Soy Chicano" ["I Am Chicano"]. In the first lesson, students will read four poems and find powerful phrases that represent the perspective of the author about what it means to be an American. Students will then compare and contrast the ideas found in the poems using a graphic organizer. The second lesson will require students to create an original blended poem using the four sources to create a more inclusive definition of what it means to be American.</p> <p>Essential Question: What does it mean to be an American? Inquiry Question: How does the point of view of the historian impact how history is interpreted?</p>
<b>Author(s) &amp; School</b>	Jami Revielle and Anna Lever, Frederick High School
<b>Grade Level/ Course</b>	High School History and/or English Language Arts  American Ideals Unit (SVVSD Unit One) - May also be used with units on Immigration or Civil Rights
<b>Standards</b>	SVVSD Standards <ul style="list-style-type: none"><li>• Evaluate a historical source for point of view and historical context (1.1.a) DOK 2-3</li><li>• Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources located on the Internet, to support or reject hypotheses. (1.1.b) DOK 1-3</li><li>• Construct and defend written historical interpretations, recognizing that a historian's narrative reflects his or her judgment about the significance of particular facts. (1.1.c) DOK 1-4</li></ul>
<b>Time Required</b>	Two 90-minute class periods (including presentation time)



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<b>Topics</b>	Culture/identity issues, racism/discrimination/segregation Outline topics: Creating an inclusive Chicano identity, Chicano civil rights activism in the later 1960s and 1970s
<b>Time Period</b>	1966-1980
<b>Tags (key words)</b>	Poetry, identity, civil rights, Chicano movement, blended poems, point of view, Americanism

**Preparation** (*Links to worksheets, primary sources and other materials*):

<b>Materials</b>	<ul style="list-style-type: none"> <li>● Computers, i-Pads</li> <li>● Paper and materials to write a poem</li> <li>● Discussion questions</li> <li>● Projector/Screen/Document Camera</li> <li>● Access to the following poems/songs/transcripts (can be video, text, or other format) <ul style="list-style-type: none"> <li>- Yo Soy Joaquin, by Rodolfo “Corky” Gonzales (Full version or excerpt. In this lesson we will be using an excerpt)</li> <li>- Yo Soy Chicano/ I Am Chicano, by Augustine E. Cordova</li> <li>- I Hear America Singing, by Walt Whitman</li> <li>- I, Too America, by Langston Hughes</li> <li>- I Am Human, Maya Angelou</li> <li>- Venn Diagram</li> </ul> </li> </ul>
<b>Resources/Links</b>	<p>Yo Soy Joaquin <a href="#">Excerpt</a>  I Am Chicano <a href="#">Part 1</a> and <a href="#">Part 2</a>  <a href="#">I Hear America Singing Text</a> or <a href="#">Video</a>  <a href="#">I, Too America</a>  I Am Human <a href="#">Transcript</a> or <a href="#">Video</a>  <a href="#">Graphic Organizer</a>  <a href="#">Rubric</a> for Poem  <a href="#">Blendspace</a> about Cordova’s Yo Soy Chicano  <a href="#">Example</a> of Blended Poem  Shel Silverstein <a href="#">poems</a> for example</p>

**Lesson Procedure** (*Step by Step Instructions*):

<p>Day One</p> <ul style="list-style-type: none"> <li>● Warm-up: <ul style="list-style-type: none"> <li>○ Students will respond to these questions: What does it mean to be an American? And how does one’s point of view impact how they interpret history? <ul style="list-style-type: none"> <li>■ This can be a journal or a think-pair-share</li> </ul> </li> </ul> </li> </ul>
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- Class discussion on their opinions.
- Main Lesson:
  - I Hear America Singing, by Walt Whitman
    - Use as a model for the students.
      - Watch the video of the poem
      - Have students access poem digitally or distribute paper copies.
      - Teacher read poem aloud while students highlight or underline phrases that stick out to them
      - Discussion -- Based on what you read/heard
        - What stands out to you?
        - What do you think the author wants to you Know, Think, Feel, or Do with this information?
        - What is the picture of America painted by the words in this poem?
  - Distribute copies (on paper or digitally) of Yo Soy Joaquin, I am Chicano, and I, Too to students.
    - Give students 10 - 15 minutes to read and highlight powerful words or phrases from each reading, as was previously modeled.
    - Remind students to keep in mind the perspective of the author and what they may have been wanting their audience to know, think, feel, or do with their poem.
  - After students have finished reading and highlighting, move into a discussion.
    - Hand out Graphic Organizer. As a class discuss similarities and differences between the four poems and put information into diagram.
    - Discussion:
      - Ask students, based on the readings, what the background of the authors of these sources might be.
      - Make the local connection. Discuss Augustine Cordova and his connection with Boulder County and why he wrote this source.
        - Have students look at the BlendSpace for background about Cordova and his song.
        - Discuss how his perspective influenced his song. What would he have wanted you, as his audience, to Know, Think, Feel, or Do?
    - Introduce the idea of a Blended Poem to students (If you are not familiar with blended poems, check out Teaching Tolerance's [description](#) and modify for this lesson) and explain to students that next class they will be creating their own blended poems from the 4 poems they read during this class.
- Closure:
  - Exit Ticket: Reflect back on Warm-up. Discuss whether their thoughts have changed on their definition of what it means to be an American.

## Day Two

- Warm-Up: How do our experiences impact our point of view? Think of how you view school...why do you feel this way? What experiences have led to this? What about your classmates?
  - Share some ideas as a class and discuss how experiences can influence not only our perspectives, but HOW history is told.
- Blended Poem
  - Have students work with a partner to create an original poem that combines the



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ideas and powerful words and phrases from all four poems. The goal is to Blend the voices of the 4 authors together and add their own voice to create a more inclusive view of America and what it means to be an American.

- An additional idea for the final draft of these poems would be to create a digital/audio version of the poem.
- Presentations of Blended Poems
- Closure:
  - Watch Maya Angelou's video and have students write down on an exit ticket one way they will work to understand and be open to the varying perspectives presented throughout the course and by their classmates.

### **Evaluation/Assessment:** *(Methods for collecting evidence of student learning)*

Student learning will be formatively assessed through the discussions and graphic organizer. Summative assessment will be the final draft of the blended poem.



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