



Boulder County Latino History Project Lesson Plans

Title: Claim Your Identity: Create Your Own Acronym, in Health, History, or English Language Arts Course

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Overview:

Lesson Overview	In this lesson, students will design an acronym for their ideal label or “check box”. The lesson emphasizes emotional wellness through diversity. Students will use primary sources from the Boulder County History Project primary resources site (good examples are: Dalia Sanchez, Jason Romero Jr., and Kelly Sarceno) or the New York Times video op-ed site (good examples are: “A conversation with Latinos on race” or “A conversation with Asian-Americans on race”) and the attached worksheet to create their acronym. A historical view can be explored through the BCLHP primary resource set, Creating an Inclusive Chicano Identity .
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Grade Level/ Course	High School Health, History, or English Language Arts courses
Standards	Standard 3: Emotional and Social Wellness in Health (3.3.b) DOK 1-3 Standard 4: Prevention and Risk Management in Health (4.5.a) DOK 1-3
Time Required	One or two 90 minute class periods
Topics	Culture/identity issues, Interviews done in 2013, Languages (Spanish and English), Racism/discrimination/segregation, University of Colorado/college students Outline topics: Creating an inclusive Chicano identity, Racism and discrimination at school, Epilogue, Echoes of the Pas, Voices of the Future
Time Period	1966-1980, 2000-2013
Tags (key words)	Chicano(a), Xicano(a), Anglo, Caucasian, Hispanic, African, Mexican, Asian, Latino(a), Mestizo, European

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



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Materials	1) iPad 2) Headphones 3) 8 1/2 x 2 inch table tent 4) colored pencils 5) Term handout
Resources/Links	http://teachbocolatinohistory.colorado.edu/primary-source-sets/ten-young-latinasos-in-2013/ http://teachbocolatinohistory.colorado.edu/primary-source-sets/creating-an-inclusive-chicano-identity-1966-1980/ http://www.nytimes.com/video/op-ed

Lesson Procedure *(Step by Step Instructions):*

Warm Up:

- Students should write down 3-8 words that they feel describe themselves.
- Students should write down 3-8 words that their parent/relative would use to describe them.
- Students should write down 3-8 words that their best friend would use to describe them.
 - You may repeat a word only once.

Activity Part 1:

- Pass out the handout and ask students to read the terms on the sheet.
- Discuss with students if there are terms they feel are missing and as a class to add those to the bottom of the handout.
- Use the BCLHP primary sources and the NYTimes Video to explore terms.

Activity Part 2:

- Students will define the terms.
- Students can use their iPads to access dictionary.com or any other appropriate dictionary site.
- Class discusses findings and explores words that may not have had exact definitions.

Activity Part 3:

- Using their iPads and headphones, students should watch 2 of the primary source videos referenced above.
- Students should combine the terms on the handout, terms from the videos and the terms from their warm-up to create a new list of terms that they feel describes themselves.
- Lists should be limited to 3-8 words
- Students should create an acronym using those 3-8 words.
 - For example: LHT (Latina, Happy, Tall)

Activity Part 4:

- Using the 8 1/2 x 2 table tent (and the colored pencils) students should creatively display



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their acronym on one side and their given name on the other side (a nickname is fine).

- Table tents should be colorful and neat. Pictures are fine for decoration but should not replace the acronym or given name.

Activity Part 5:

- Students will present their acronym to the class
- Student will give a brief definition as to what each letter in their acronym represents.

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

Exit Ticket:

- **The Table Tent will be turned in**

Handout:

- **Students will turn in the handout to be graded for completion**



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