



Boulder County Latino History Project Lesson Plans

Title: Inside/Outside Self Identity Reflection: Creating Nicho Boxes

[Overview](#) | [Preparation](#) | [Lesson Procedure](#) | [Evaluation](#)

Overview

Lesson Overview	Students will build a 3-dimensional collage that describes themselves, what is important to them.
Author(s) & School	Lisa Salazar adapted from Tamar van Vliet-- Whittier International Elementary
Grade Level/ Course	Elementary; can be adapted for middle or high school
Standards	WIDA Can-Do Descriptor: Explain (Speaking)- Students can state details of processes or procedures. <i>(They will explain how they made specific decisions about what to include in their Nicho boxes).</i> Teaching Tolerance: Identity- Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
Time Required	multi-class
Topic	Culture/identity issues, Music/dancing/art/recreation
Time Period	1980s-90s; 2000-2013
Tags (key words)	inside/outside; identity; art; family; Nicho box; culture;

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

Materials	Shoe box, spray paint, Nicho box Reflection questions, artifacts students bring in from home, writing paper or computer, teacher model of a Nicho box.
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Resources/Links	<ul style="list-style-type: none"> ● Student Reflection/Parent and student discussion questions: http://teachbocolatinohistory.colorado.edu/wp-content/uploads/2017/12/Inside_Outside-Self-Identity-Reflection-Nicho-Box.docx ● Family photo powerpoint (slides taken from Lisa Salazar's powerpoint: Comparing primary resources Children's Lives photos & more) http://teachbocolatinohistory.colorado.edu/wp-content/uploads/2017/12/Family-Photos.pdf ● Facing History link for reference: https://www.facinghistory.org/resource-library/teaching-strategies/identity-charts ● Constructivist Listening Dyad
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Lesson Procedure *(Step by Step Instructions):*

1. Explain to students they will be creating a 3-dimensional collage that describes themselves and their culture, what is important to them (their values).

Part 1-Primary Sources and Family Photos:

2. Show and discuss the Family Photo Powerpoint (link listed under resources/links).
3. Ask students to bring in a family photo and explain their purpose for bringing in a specific photo (does it show something the family likes to do, a place where the family likes to spend time, etc). Students can also discuss what they can learn about each other based on each other's photos. Another option is that they can compare their personal photos with the ones on the powerpoint (*My life is like/different than the people in the photo because_____*).
4. Show students an example of a Nicho box you have created (based on the reflection questions in the inside/outside self-identity- link above).
5. Discuss the inside/outside reflection questions. For the questions of how others perceive them, make sure to emphasize that students focus on the positive. For example, students could ask their parents. "What are positive qualities you say about me to other people?"
6. While discussing the reflection questions, make sure to explain the following vocabulary words (these will be used in writing later on and may help students with step 10): culture, affiliation, ancestry, identity, challenge, obstacle, strength, value, perception. The following definition of culture may be helpful: **Culture** is a word for people's 'way of life', meaning the way groups do things. Different groups of people may have different cultures. A culture is passed on to the next generation by learning, whereas **genetics** are passed on by **heredity**. Culture is seen in people's **writing, religion, music, clothes, cooking**, and in what they do.
7. Students will take home the inside/outside reflection questions and conduct a family interview. If needed, parents can help with writing down answers to the questions



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(depending on the grade level and students' writing abilities).

Part 2 -Ideas and concepts represented as images and symbols:

8. Introduce 3 new vocabulary words: purpose, intention, symbol. Use examples and visuals that would be meaningful and representative of your specific students to explain each term.
9. Show and discuss the symbols represented in the Kensington Park Mural in Longmont: [The Power of Unity in Kensington Park](http://www.susankdailey.com/Unity.php)
<http://www.susankdailey.com/Unity.php> ;
10. Discuss and brainstorm how students can represent ideas or concepts with symbols (how to represent family, friendship, community, etc.).
11. Families will help students collect and create **artifacts** (photos, short stories about family members, symbols, etc. that are **intentional** and **representative** of the answers to the reflection questions they have discussed with their parents). This should be done for both the inside and outside of the Nicho box.

Part 3- Writing

12. Explain the constructivist listening dyad protocol:
https://docs.google.com/document/d/1wg5Dkmo1dEhwn3V5sPRDFzs5vVv7t_klfZglxnRVgVU/edit
13. Students will discuss their Nicho boxes using the focused listening dyad protocol. Teachers should prompt partners to discuss the purpose behind the symbols and photographs they chose to include in their Nicho boxes.
14. After oral practice, students will write a paragraph about the photographs, symbols, and images they have included in their Nicho box and the purpose behind each one. Students should include at least 5 of the following vocabulary words: culture, purpose, intention, symbol, affiliation, ancestry, identity, challenge, obstacle, strength, value, perception

Part 4- Oral Presentation

15. Students will orally present their Nicho boxes to their peers. They should use their written paragraph and Nicho box to explain the choices they made when selecting what to include in their project.

Part 5- Optional: School-wide Presentation

16. Display student Nicho boxes at a school-wide event, such as Heritage Night

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



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Students' Nicho boxes, written explanations (including at least 5 vocabulary words), and oral presentations will be used as evidence of student learning.



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