



Ethnic Studies Lesson 3K: Latino American Prominent Figures

TOPIC:

LATINO AMERICAN HISTORY

GRADE LEVELS:

11-12

TIME:

1½ HOURS

California Ethnic Studies Model Curriculum Themes, Values, and Principles Alignment

Theme:

1. Identity

Values and Principles:

1. Cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black, Indigenous, and People of Color (BIPOC).

California English and Social Science Standards Alignment

English Language Arts Standards (11th and 12th Grade):**Reading—Informational Text (RI.11-12)**

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (RI.11-12.1)

Social Sciences Standards (11th and 12th Grade):**History-Social Science Content Standards—(Grades 9-12)**

Lesson Purpose

Students will research Latino/Hispanic entrepreneurs, entertainers, athletes, and other prominent figures to showcase resilience and determination.

Essential Questions

How have prominent Latino/Hispanic figures shown resilience and determination?

How has life changed for Latino/Hispanic Americans over the last 250 years?

Materials

[Nina Vaca](#)

[Nely Galan: Time Magazine, Entrepreneur's Journey to Becoming "Self-Made"](#)

[Library of Congress: Emilio and Gloria Estefan](#)

[Biography: Selena Gomez](#)

[Los Angeles Latino Chamber of Commerce](#)

[Biography: Oscar de la Renta](#)

[Goya: Remembering Joseph A. Unanue](#)

[Baseball Hall of Fame: Roberto Clemente](#)

[National Women's History Museum: Rita Moreno](#)

[National Endowment for the Arts: Lin-Manuel Miranda](#)

[National Park Service: Farragut, Admiral David Glasgow](#)

[NASA: Franklin R. Chang-Diaz](#)

[National Park Service: Dr. Helen Rodriguez Trias](#)

[KWL Chart for Unit 3](#)

Vocabulary

resilience

determination

Lesson Steps

Step 1:

- Ask students what they know about prominent Latino/Hispanic figures. Students will break into groups in order to create a poster for the classroom or for future Hispanic Heritage Month (September 15-October 15). As students research, they should find facts that highlight their subject's resilience and determination. Students may need to view other sites in order to gather additional images. Students should be careful to cite their sources. Break students into the following groups:
 - [Nina Vaca](#)
 - [Nely Galan: Time Magazine, Entrepreneur's Journey to Becoming "Self-Made"](#)
 - [Library of Congress: Emilio and Gloria Estefan](#)
 - [Biography: Selena Gomez](#)
 - [Los Angeles Latino Chamber of Commerce](#)
 - [Biography: Oscar de la Renta](#)
 - [Goya: Remembering Joseph A. Unanue](#)
 - [Baseball Hall of Fame: Roberto Clemente](#)
 - [National Women's History Museum: Rita Moreno](#)
 - [National Endowment for the Arts: Lin-Manuel Miranda](#)
 - [National Park Service: Farragut, Admiral David Glasgow](#)
 - [NASA: Franklin R. Chang-Diaz](#)
 - [National Park Service: Dr. Helen Rodriguez Trias](#)

Step 2:

- When students have completed their posters, as a class, have students walk the room gallery style and put questions on sticky notes on posters. When students have completed their gallery walk, have student groups present their posters and answer questions.

Step 3:

- As a class, ask students to answer this lesson's questions, "How have prominent Latino/Hispanic figures shown resilience and determination?" and "How has life changed for Latino/Hispanic Americans over the last 250 years?" Add information that has been learned to this unit's KWL chart.

Essential Question Assessment, Application, Action, and Reflection

As time permits and for homework, have students write a short paragraph about someone they have learned about in this class or in the student's life who inspires them to be more resilient or more determined. The student's paragraph should answer the question, "Why is it important to set an example for others in terms of resilience and determination?"

Additional Readings and Resources

Kinnally, Cara Anne. Race, slavery, and liberalism in Lorenzo de Zavala's "Viaje a los Estados-Unidos del Norte de América," 2015, no. 10, 21-37. <https://ebuah.uah.es/dspace/handle/10017/24841>

"Lorenzo de Zavala." https://en.wikipedia.org/wiki/Lorenzo_de_Zavala

Sowell, Thomas. *Ethnic America: A History*. Basic Books, 1981, 244-270.

NOTE TO EDUCATORS REGARDING ADDITIONAL READINGS AND RESOURCES: America is a pluralistic country, ethnically. It is also a pluralistic country politically—left, right, and center. Ethnic studies educators have ready access to resources from the left-of-center in the [2021 California Model Curriculum](#) and in the [Liberated Model Curriculum](#). This Comparative Cultures Ethnic Studies curriculum favors teachers exposing students to views from across the political spectrum. Educators often lack guidance to materials from outside the left-of-center. Therefore, in the sections on Additional Readings and Resources, the Comparative Cultures Ethnic Studies curriculum alerts educators to credible resources that provide an alternative to the other Model Curricula. In doing so, this curriculum encourages educators to acquaint students with evidence-based views from left, right, and center.

Ethnic Studies 3A: KWL Chart

KNOW

WONDER

LEARNED

What do we think we already know about this topic?

What do we wonder about this topic? Write your questions below.

After the research is completed, what did we learn? Make sure to cite your source.

<i>What do we think we already know about this topic?</i>	<i>What do we wonder about this topic? Write your questions below.</i>	<i>After the research is completed, what did we learn? Make sure to cite your source.</i>