Celebrating Hispanic Heritage Lesson Plan

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Subject: Library Media
 Grades: 3rd-5th
 Lesson Length: 5-6 days

Introduction:

Cultural diversity can be found all around us, especially in our schools. Classes often contain students who speak a language other than English; the library houses fiction and nonfiction books that feature various geographic locations and cultures; and online resources give students the opportunity to explore numerous facets of the human existence.

My intention with this lesson is to expose students to the rich culture of Mexico and other Latin American countries. Students’ learning and creation of new knowledge is centered on the multifaceted dimensions of Hispanic Heritage. Students come to understand what it means for someone to be Hispanic American and the traditions that many of these people keep from their ancestors. Students will be excited to learn that our nation has designated an entire month for the celebration of Hispanic Heritage (September 15-October 15). Students will become aware of the profound and positive influences Latino Americans have had on our country through their strong commitment to family, faith, and hard work. In small groups, students research a specific aspect of the culture and customs of these individuals and their ancestry. At the end of the unit, students share their research via an online storyboard so that all became aware of the diversity found in people of Hispanic descent.

This instructional design project benefits students on not just their mastery of the learning objectives, but their ability to evaluate information and make informed decisions. Students’ evaluation of the content presented in the lesson’s resources exposes them to the culture and customs of Latin America that many Hispanic Americans still practice. Implementing this lesson will give students a new perspective on the history and customs of their Hispanic counterparts. When students find out that the Hispanic population of the United States is over 55 million, they will be especially eager to discover more about their fellow Americans. With the help of this lesson, teachers will find their students forming an appreciation for the diversity found in Latino Americans.

Most students have a passion for technology, working together, and learning about unique people and places from around the world. The instructional format of this lesson supports cooperative student learning where students are individually accountable for their work, but learn from others. Students engage in meaningful research by using digital, visual, and textual sources. Students will learn how to use search tools on a computer (i.e. headings, icons, glossaries, bold print, key words, sidebars, hyperlinks) to locate information on Hispanic Heritage. The integration of PBS LearningMedia to create an online storyboard lets students create a visually appealing presentation.

In the following section, you will find my instructional plan with hyperlinked resources. Please feel free to use and modify any resources/strategies to meet the needs of your students.
Instructional Plan

Overview:
The Hispanic Heritage Unit targets students’ abilities to use fiction and nonfiction sources to learn about a specific aspect of Hispanic Heritage. Students identify key details in an informational online article and a video from Wonderopolis. Each group reads a fiction picture book that features a unique facet of Hispanic Heritage they research in the informational text. While reading the story, students keep up with key story elements and events in the plot’s beginning, middle, and end. For the unit’s summative assessment, students use PBS Storyboard to present their research. PBS Storyboard allows students to type a short summary of their picture book, share key details from their research, and include images and videos pertaining to their topic. By viewing each other’s storyboards, students will learn about many facets of Hispanic Heritage (i.e. cuisine, holidays, family, and customs).

Learning Objectives:
• I CAN retell a story from a different culture.
• I CAN find key details.
• I CAN use search tools on a computer (i.e. headings, icons, glossaries, bold print, key words, sidebars, hyperlinks) to locate information on a topic.
• I CAN understand a text by using information from illustrations.
• I CAN produce writing based on information gathered from print and digital sources.
• I CAN use technology to organize and present Hispanic Heritage to others.

Essential Questions:
• How can I use fiction and nonfiction resources to learn about an aspect of Hispanic Heritage?
• How do a text’s illustrations help me understand certain parts of the story?
• How do the characters’ feelings change throughout the story?
• How do I decide which details in a text are most important?
• In what ways are my customs and traditions similar to or different from Hispanic Heritage?

ELA Common Core State Standards (3rd Grade)
• CC.3.RL.2: Key Ideas and Details: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
• CC.3.RI.2: Key Ideas and Details: Determine the main idea of a text; recount the key details and explain how they support the main idea.
• CC.3.RI.5: Craft and Structure: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
• CC.3.RI.7: Integration of Knowledge and Ideas: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
• CC.3.SL.2: Comprehension and Collaboration: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
• CC.3.SL.5: Presentation of Knowledge and Ideas: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
• CC.3.W.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
**American Association of School Librarians (AASL) Standards for the 21st-Century Learner**

- **AASL.1.1.4:** Find, evaluate, and select appropriate sources to answer questions.
- **AASL.1.1.6:** Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
- **AASL.1.1.7:** Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
- **AASL.2.1.6:** Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.
- **AASL.3.1.4:** Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.

**Resources**

- **Time for Kids article titled, “Hispanic Heritage Month”**
- **Guiding Questions Handout**
- **Wonderopolis Articles:**
  - [http://wonderopolis.org/wonder/what-is-a-quinceanera-2](http://wonderopolis.org/wonder/what-is-a-quinceanera-2)
  - [http://wonderopolis.org/wonder/do-people-in-mexico-celebrate-cinco-de-mayo](http://wonderopolis.org/wonder/do-people-in-mexico-celebrate-cinco-de-mayo)
  - [http://wonderopolis.org/wonder/who-is-your-abuela](http://wonderopolis.org/wonder/who-is-your-abuela)
  - [http://wonderopolis.org/wonder/what-is-a-mariachi-band](http://wonderopolis.org/wonder/what-is-a-mariachi-band)
  - [http://wonderopolis.org/wonder/what-is-a-siesta](http://wonderopolis.org/wonder/what-is-a-siesta)
- **Identify Key Details Graphic Organizer**
- **Identify Key Details (Nonfiction) Rubric**
- **Epic! App**
- **Picture Books:**
  - *The Fiesta Dress: A Quinceanera Tale* by Caren McNelly McCormack
  - *Cinco de Mouse-o!* by Judy Cox
  - *Abuela* by Arthur Dorros
  - *What Can You Do with a Paleta?* By Carmen Tafolla
  - *The Best Mariachi in the World* by J.D. Smith
  - *Siesta* by Ginger Foglesong Guy
  - *Holy Mole!* by Caroline McAlister
  - *The Day of the Dead* by Bob Barner
  - *Manana, Iguana* by Ann Whitford Paul
- **Retell a Story Graphic Organizer**
- **Retell a Story (Fiction) Rubric**
- **PBS Storyboard**
- **PBS Storyboard Planning Sheet**
- **Presentation (PBS Storyboard) Rubric**
Instructional Strategies

Session One—Introduction:

• In this lesson, introduce students to Hispanic Heritage Month and the unit’s learning targets by first demonstrating how to locate key details from a Time for Kids article titled, “Hispanic Heritage Month”. Next, model for students how to locate story elements and key events by reading aloud the picture book, *Abuelo* by Arthur Dorros. Demonstrate using the same graphic organizers that students will use when beginning their research in the next lesson. The selected informational text and fiction story exposes students to Hispanic Heritage and the reason why we celebrate it September 15 through October 15. Students learn the geographic locations of Latin American countries as well as reasons why people from these places come to the United States (i.e. education, work, opportunity).

Session Two—Research:

• This session begins with a whole group discussion of the expectations for completing the two graphic organizers—one for nonfiction articles and one for fiction picture books. Together, read and reflect on the rubrics for both research components. Demonstrate how to use the online pathfinder created with Symbaloo to access the Wonderopolis articles. Use the Wonderopolis article, “What is Masa?” to model for students how to watch the accompanying video and activate the text-to-speech feature. Perform a think-aloud of how to determine a key detail. Next, model for students how to complete the Retell a Story Graphic Organizer with the Epic! eBook, *Holy Mole!* Read aloud the first two pages and guide students through the process of using text and illustrations to determine important story elements. For this first research session, half the class works on computers or iPads completing the Identify Key Details Graphic Organizer for an aspect of Hispanic Heritage. Students are to make a connection as to how they and their families differ from what they learn about Hispanic culture. The other half of the class reads a fiction picture book that features the same topic of Hispanic Heritage that they will learn about when they read an informational article in the next lesson. Some students work with partners to read a print book while others access the Epic! app for audio narration and video adaptation of select titles. While both sets of students complete the activities, they self-assess using the scoring rubric and guiding questions.

Session Three—Research Continued:

• Students complete the graphic organizer for the fiction or nonfiction piece they did not read in the previous lesson. Students who finish both graphic organizers begin planning their research product using the PBS Storyboard Planning Sheet.

Session Four—Create Multimedia Presentation:

• The teacher models for students how to access and use the online tools for creating a PBS Storyboard. Provide students with an example storyboard from prior research modeling. Users can create PBS Storyboards via computers or iPads. Students use their notes from previous lessons’ graphic organizers to develop a technology presentation that includes a short summary of their picture book, at least one key detail from their Wonderopolis article, and graphics that relate to their aspect of Hispanic Heritage. Students’ summative research products are scored using the Presentation (PBS Storyboard) Rubric. With the creation of this research product, students have the benefit of collaborating with peers as they take control of their learning.

Session Five—Presentations:

• Students’ presentations are uploaded to Symbaloo.com. Symbaloo is a collection of tiles that takes users to specific URL’s. With the click of a button, students are directed to their peers’ PBS Storyboards. Students have the opportunity to explore and learn about all the aspects of Hispanic Heritage highlighted in the unit. While viewing their classmates’ presentations, students are challenged to make connections as to how their lives are similar to and different from Mexican culture. As a result, students can explain how knowledge of cultural differences supports a tolerance and acceptance of others.
Teachability

This lesson can be adapted for any grade level (K-12) and can be modified to meet a variety of learning needs. There are a multitude of resources about Hispanic Heritage that can be included to address students’ reading abilities. Teachers can integrate books from a variety of Lexile (text complexity) levels so middle and high school-aged students can conduct meaningful research. While my students read an online article from Wonderopolis about Mexican culture, older students can search online databases to find credible information about Latin American culture. Young or low-performing students can use kid-friendly search engines like Kiddle or KidRex to learn facts pertaining to Hispanic Heritage. There are other methods students can use to present their research. Instead of using PBS Storyboard, students can share their findings with virtually any print or digital format they so choose or the teacher assigns. Examples of presentation formats include Google Slides, Prezi, Chatter Pix, and posters. This lesson promotes inquiry-based learning where students make their own decisions and work together. You can give as much, or as little, structure as needed.
Additional Resources
Celebrating Hispanic Heritage Unit: Guiding Questions:

**Wonderopolis/Nonfiction**
1. What does the video tell me about my topic?
2. What stands out to me as I read each paragraph?
3. Which details are most important?
4. What do I learn about the topic as I read?
5. How are the things I do DIFFERENT from what I learn in the article?

**Picture Book/Fiction**
1. How does the story begin?
2. Where does the story take place (setting)?
3. What 3 events in the story are most important and special?
4. How do the illustrations help you understand certain parts of the story?
5. How do the characters’ feelings change throughout the story?
# Retell a Story from a Different Culture

I can **Retell a Story** from a different culture.

Name: ________________________________  Teacher: __________________________

Title of Book: __________________________________________________________

### What happened in the story? (Actions and Details)

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Middle</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who were the characters?  How were they feeling?</td>
<td>What happened in the story?</td>
<td>What happened at the end?</td>
</tr>
<tr>
<td>Where were the characters?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What was happening?</td>
<td>1.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td>How were the characters feeling?</td>
</tr>
</tbody>
</table>

____

Name: ________________________________  Teacher: __________________________

Title of Book: __________________________________________________________
**Hispanic Heritage Fiction Rubric (Picture Book)**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4 😊</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning of Story Completion</strong></td>
<td>Completes ALL parts.</td>
<td>Completes MOST parts.</td>
<td>Completes SOME parts.</td>
<td>Completes NO parts.</td>
</tr>
<tr>
<td><strong>Beginning of Story Quality</strong></td>
<td>Notes are correct and thoughtful.</td>
<td>Notes are thoughtful but contain 1 error.</td>
<td>Notes contain 2 errors.</td>
<td>Notes include 3 or more errors.</td>
</tr>
<tr>
<td><strong>Middle of Story Completion</strong></td>
<td>Completes ALL parts.</td>
<td>Completes MOST parts.</td>
<td>Completes SOME parts.</td>
<td>Completes NO parts.</td>
</tr>
<tr>
<td><strong>Middle of Story Quality</strong></td>
<td>Notes are correct and thoughtful.</td>
<td>Notes are thoughtful but contain 1 error.</td>
<td>Notes contain 2 errors.</td>
<td>Notes include 3 or more errors.</td>
</tr>
<tr>
<td><strong>End of Story Completion</strong></td>
<td>Completes ALL parts.</td>
<td>Completes MOST parts.</td>
<td>Completes SOME parts.</td>
<td>Completes NO parts.</td>
</tr>
<tr>
<td><strong>End of Story Quality</strong></td>
<td>Notes are correct and thoughtful.</td>
<td>Notes are thoughtful but contain 1 error.</td>
<td>Notes contain 2 errors.</td>
<td>Notes include 3 or more errors.</td>
</tr>
</tbody>
</table>

I CAN identify important events from the beginning, middle, and end of a story.
### Note-Taking: Hispanic Heritage

**Cite Your Source**

**I CAN identify key details.**

<table>
<thead>
<tr>
<th>Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author:</td>
</tr>
<tr>
<td>Date Accessed Source:</td>
</tr>
</tbody>
</table>

**Detail #1**

- According to the author…
- The author writes...

(See if you can find this detail from the Wonderopolis video.)

**Detail #2**

- According to the author…
- The author writes...

**Detail #3**

- According to the author…
- The author writes...

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**How do you and your families DIFFER from what you learned?**
# Hispanic Heritage Nonfiction Rubric (Wonderopolis)

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4😊</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cite Source</td>
<td>Identifies title, author, and date.</td>
<td>Identifies 2 of the following: title, author, date.</td>
<td>Identifies 1 of the following: title, author, date.</td>
<td>Does NOT cite source at all.</td>
</tr>
<tr>
<td>Number of Key Details</td>
<td>Locates 3 key details and 1 detail is from the video.</td>
<td>Locates 2 key details.</td>
<td>Locates 1 key detail.</td>
<td>Locates NO key details.</td>
</tr>
<tr>
<td>Key Details Quality</td>
<td>Writes in complete sentences for each key detail.</td>
<td>Writes several words for each key detail.</td>
<td>Writes key details using only a few words.</td>
<td>Does NOT write any key details.</td>
</tr>
<tr>
<td>Comparison of Hispanic Heritage to Students’ Own Life</td>
<td>Comparison is based on information from the article and is easy to understand.</td>
<td>Comparison is based somewhat on information from the article is easy to understand.</td>
<td>Comparison is not based on information from the article and/or is difficult to understand.</td>
<td>No comparison is made.</td>
</tr>
</tbody>
</table>

*I CAN locate three key details from an article.*  
*I CAN locate a key detail from the article’s video.*
Plan Your Storyboard

Learning Targets:
- I CAN retell a story from a different culture.
- I CAN find key details.
- I CAN use technology to organize and present Hispanic Heritage to others.

Must Include:
- ✔ Title
- ✔ A short summary of your picture book
- ✔ 1 detail about your topic from the Wonderopolis article
- ✔ A few pictures to make your Storyboard look good
# Hispanic Heritage Research Presentation

Names: ___________________________________________________

Research Topic: ____________________________________________

## Presentation (PBS Storyboard) Rubric

| Scoring Guide: | 1=Just Beginning  
| 2=Approaching Target  
| 3=Mostly Meeting Target  
| 4=Meeting Target |

### Key Detail

- Presentation includes a well-written key detail about their topic.
- Key detail begins with an appropriate sentence starter.

### Story Summary

- Major story elements are identified.
- Events are in sequential order.
- Includes sequence words to signal the story’s beginning, middle, and end.

### Appearance

- Presentation has a nice looking background.
- Presentation includes appropriate and attractive images.
- Presentation demonstrates correct spelling, punctuation, and capitalization.

### Directions

- PBS Storyboard is saved correctly.
- Students work together in choosing the best information and graphics to include in the presentation.

## Overall Rating

(scores tallied)

Total: