

New Faces: Latinos in North Carolina

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

UNIT 5 **Latino Cultures**

Module 1: Culture and Identity

Lesson 1: Exploring Community History and Cultural Influence (Page 2)

Lesson 2: Culture as an Iceberg (Page 6)

Lesson 3: A Critical Look at Descriptions of Latino Cultures (Page 9)

Module 2: Exploring Specific Elements of Latino Cultures

Lesson 1: Languages of Latinos in Latin America and the United States (Page 13)

Lesson 2: Hispanic Names (Page 17)

Lesson 3: Exploring Music of Latin America (Page 22)

Lesson 4: Latin American Foods (Page 25)

Lesson 5: Quinceañera, A Coming of Age Celebration (Page 30)

Unit 5 Objectives:

1. Learners will be able to define culture and recognize that some differences among people stem from culture and that some stem from personal traits and preferences.
2. Learners will attempt to define and critically examine elements of their own culture.
3. Learners will critically examine some of the descriptions of Latino cultures that are offered as part of cultural competency training materials.
4. Learners will dissect and critically examine elements of Latino cultures including food, music, and coming of age celebrations, among others.

Unit 5 Framing Questions:

1. What is culture?
2. To what extent are our individual experiences, attitudes, actions and beliefs shaped by our cultures?
3. Why is it important to explore and understand both the visible and invisible features of our own cultures and those of others?
4. Why is it important to critically examine assumptions about the languages spoken by groups of people?
5. What are the cultural similarities and differences across the countries of Latin America and among Latinos in the United States?

New Faces: Latinos in North Carolina

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

Unit 5 / Module 1 / Lesson 1₁

Exploring Community History and Cultural Influence

Objective

Learners will be able to define culture and recognize that some differences among people stem from culture and that some stem from personal traits and preferences.

Framing Questions

1. What is culture?
2. How do we define our own and other cultures?
3. To what extent are our individual experiences, attitudes, actions and beliefs shaped by our cultures?

Backgrounder

This activity invites learners to identify aspects of culture that influence our own behavior and sometimes make it difficult to understand the behavior of other people. Culture is a complex idea, and facilitators should be prepared to offer students many examples of cultural features.

Materials and Preparation Needed

Culture worksheet for each student. (Follows this lesson)

Lesson Outline

Introductory Exercise

1. Write the following statements on the board.
 - No one is exactly like me.
 - I have many things in common with the members of my family and community.
 - Every person in the world needs some of the same things I need.
2. Ask learners to share ideas that support these statements.
3. Point out that people in various groups often look at people in other groups as "different." Ask learners to describe some of these differences. Why may people in one group behave differently from people in another?

¹ This lesson was adapted with permission from Teaching Tolerance. The original lesson is available at <http://www.tolerance.org/activity/exploring-community-history-and-cultural>

New Faces: Latinos in North Carolina

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

4. Explain that many differences are related to culture -- ways of living and beliefs that are handed down from one generation to the next. Working from the list on the board, explain that all people share basic needs (food, shelter, etc.), that each of us learns a set of behaviors and beliefs from the people we grow up with (the kinds of houses we build and foods we eat), and that each individual has unique talents and preferences (I'm good at math; I don't like chocolate). When we talk about the behaviors and beliefs that a group of people have in common, we are talking about culture.

Culture Worksheet

1. Ask learners to complete the worksheet in order to help them identify aspects of their own cultures. Explain that each learner should answer each question with one sentence or phrase. Then learners should rank each item as to how important they feel it is to their culture.
2. After learners have completed the worksheets, ask them to share their answers in small groups. Ask the groups to compare and contrast various aspects of their individual cultures.
3. In some settings, learners may share many cultural traits. Some students may not identify with a particular ethnic or foreign culture. Ask students if they think there is one American culture.
4. Discuss characteristics of your region (immigration patterns, geographic location, etc.) that might explain the similarities and differences among student responses to the worksheet.

Debriefing

1. Use the following questions to focus discussion on the role culture plays in forming our behaviors and beliefs.
 - How does it feel to know you are part of a cultural group that shares many ideas and beliefs?
 - What happened when you compared your worksheets? How many different cultures are represented in the class?
 - What did you learn from this activity?
 - How does culture help explain why other people sometimes seem "different"?
 - What are some things you do that you learned from your culture?
 - What factors besides culture also influence our behavior? (Possible answer: Some behaviors are related to individual preferences and personality traits.)
 - What can you do to learn about and understand other cultures?
 - If you were a member of another culture, how might you be different from the way you are now?
 - How can we use what we learned in this lesson to improve our community?

New Faces: Latinos in North Carolina

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

Extending the Ideas

1. Have students explore their community's history to trace the influence of various cultures. Who were the original inhabitants of the area? Over the years, what other cultural groups have come to the area? What are some of the features of your community that represent these groups (e.g., architecture, place names, types of restaurants, religious organizations)?
2. Ask learners to imagine a community that allowed no resident to display or practice any element of cultural identity. Have learners write short stories describing a typical day in such a community.
3. When learners have completed their stories, ask volunteers to read their compositions. Are the fictitious communities desirable or interesting places to be? Would it be possible or desirable to create such a community in reality?

New Faces: Latinos in North Carolina

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

Culture Worksheet²

Directions: Write one sentence or phrase about each topic. Then rate each item from 1-8 (1 is most important) according to what value this topic has in your culture.

A. ____ What language(s) do you speak?

B. ____ What religion does your family practice? If applicable.

C. ____ What music do you listen to?

D. ____ What dances do you know?

E. ____ What foods do you eat most often at home?

F. ____ What do you wear on special occasions?

G. ____ What holidays, celebrations and ceremonies do you participate in with your family?

H. ____ Would you describe your family as "nuclear" (parents and children) or "extended" (with grandparents, aunts, uncles and cousins close by)?

The name of my culture is _____.

² This worksheet was adapted from Teaching Tolerance and used with permission. The original lesson is available at <http://www.tolerance.org/activity/exploring-community-history-and-cultural>

New Faces: Latinos in North Carolina

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

Unit 5 / Module 1 / Lesson 2

Culture as an Iceberg³

Objectives

1. Learners will identify features that all cultures have in common.
2. Learners will understand that culture includes visible and invisible features.

Framing Questions

1. What are the elements of culture that are obvious, and what are the elements that may not be as evident?
2. Why is it important to explore and understand both the visible and invisible features of our own cultures and those of others?

Backgrounder

Culture has been compared to an iceberg. Just as an iceberg has a visible section (one-ninth of it) above the waterline and a larger, invisible section below the waterline, culture has some aspects that you can observe and others that you can only imagine or intuit. Like an iceberg, the part of culture that is visible (observable behavior) is only a small part of a much bigger whole.

Materials and Preparation Needed

1. "Features of Culture" handout (Follows this lesson)
2. Markers
3. Photograph or drawing of an iceberg floating in the ocean
4. Pictures of people from around the world engaged in everyday activities (We recommend searching for these online and printing one per page on 8.5 X11 paper)

Lesson Outline

The Culture Iceberg

1. Draw or tape a picture of a large iceberg floating in the sea on the board. Ask learners: What do you know about icebergs? Emphasize the fact that most of the iceberg is hidden from view.
2. Ask learners to look over the "Features of Culture" handout. Explain that this list presents some of the features all cultures have in common. Pictures of people

³ Adapted and reprinted with permission from the Peace Corps' Building Bridges publication. Available at <http://www.peacecorps.gov/www/educators/lessonplans/pdf/looking.iceberg.a.pdf>

New Faces: Latinos in North Carolina

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

involved in everyday activities in various parts of the world will help you illustrate this idea.

3. Ask learners to identify those features from the list that they can see in the behavior of people and those that are invisible. As learners share their ideas, record them above or below the waterline on your iceberg drawing.
4. Point out that there is a relationship between those items that appear above the waterline and those that appear below it. In most cases, the invisible aspects of culture influence or cause the visible ones. Religious beliefs, for example, are "seen" in certain holiday customs, and notions of modesty influence styles of dress. Ask learners to find other examples of this from the iceberg representation of culture.

Debriefing

1. Use the following questions to help learners understand how the "Features of Culture" can be used to enhance their understanding of other cultures.
 - Does it make sense to compare culture to an iceberg? Can you think of other things to which the visible and invisible features of culture may be compared?
 - How can a list such as "Features of Culture" help you understand differences among people? (Possible answer: Differences may seem less strange or unusual when we understand them as variations on fundamental characteristics that all cultures have in common.)

New Faces: Latinos in North Carolina

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

Features of Culture⁴

1. Facial Expressions
2. Religious Beliefs
3. Religious Rituals
4. Importance Of Time
5. Paintings
6. Values
7. Literature
8. Child-Raising Beliefs
9. Ideas About Leadership
10. Gestures
11. Holiday Customs
12. Ideas About Fairness
13. Ideas About Friendship
14. Ideas About Modesty
15. Foods
16. Eating Habits
17. Understanding of the Natural World
18. Concept of Self
19. The Importance of Work
20. Concept of Beauty
21. Music
22. Styles of Dress
23. General World View
24. Concept of Personal Space
25. Rules of Social Etiquette
26. Housing

4 Adapted and reprinted with permission from the Peace Corps' Building Bridges publication. Available at <http://www.peacecorps.gov/www/educators/lessonplans/pdf/looking.iceberg.a.pdf>

New Faces: Latinos in North Carolina

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

Unit 5 / Module 1 / Lesson 3

A Critical Look at Descriptions of Latino Cultures

Objectives

1. Learners will critically examine descriptions of Latino cultures that are offered as part of cultural competency training materials.
2. Learners will attempt to define and critically examine elements of their own culture.

Framing Questions

1. What does it mean to be culturally competent? Does cultural competence include an examination of one's own culture?
2. What are some of the problems with trying to define and explain another group's culture?
3. Is there one Latino culture? What elements of Latino cultures can be observed in your community?

Backgrounder

Cultural competence is defined as “a set of values, behaviors, attitudes, and practices within a system, organization, program, or among individuals and which enables them to work effectively cross culturally. Further, it refers to the ability to honor and respect the beliefs, language, interpersonal styles and behaviors of individuals and families. Striving to achieve cultural competence is a dynamic, ongoing, developmental process that requires a long-term commitment.”⁵

Cultural competence mandates that organizations, programs and individuals must have the ability to

1. Value diversity and similarities among all peoples;
2. Understand and effectively respond to cultural differences;
3. Engage in cultural self-assessment at the individual and organizational levels;
4. Make adaptations to the delivery of services and enabling supports; and
5. Institutionalize cultural knowledge.”⁶

5 Denboba, D. DHHS. “MCHB/DSCSHCN Guidance for Competitive Applications, Maternal and Child Health Improvement Projects for Children with Special Health Care Needs.” Available at <http://www.ncccurricula.info/culturalcompetence.html>

6 Carpenter-Song, Elizabeth A. et al. “Cultural Competence Reexamined: Critique and Directions for the Future” *Psychiatric Services* 58:1362-1365, October 2007 Available at <http://psychservices.psychiatryonline.org/cgi/content/full/58/10/1362>

New Faces: Latinos in North Carolina

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

While we agree that cultural competency is important, there has been some criticism of cultural competency trainings. In this lesson we attempt to address some of those problematic characteristics of cultural competency work. According to PsychiatryOnline, some of the problems with some models of cultural competency training are that they “frequently present culture as static; treat culture as a variable; conflate culture with race and ethnicity; do not acknowledge diversity within groups; may inadvertently place blame on a patient's culture; often emphasize cultural differences, thereby obscuring structural power imbalances.”⁷

Our aim here is to present some common descriptions of Latinos and Hispanics that are meant to be useful for service providers who may not themselves be of Latino or Hispanic backgrounds. We aim for you to encourage learners to look at these descriptions of Latino culture critically, keeping in mind some of the criticism of these types of guides outlined above. In particular we encourage you to help students understand the structural imbalances of power experienced by Latinos, African Americans and Caucasians in the United States and also to encourage them to think hard about group differences that might make blanket descriptions of groups problematic. Greater understanding of cultures other than the ones in which we are raised is a crucial skill in the world today. Equally important is an ability to see other people as individuals who should not bear the burden of being thought of as representative of their entire racial, ethnic or cultural groups.

Materials and Preparation Needed

1. Printed copies of the following documents (one for every student)
 - The Providers Guide to Quality and Culture section on Hispanic/Latinos <http://erc.msh.org/mainpage.cfm?file=5.4.5.htm&module=provider&language=English>
 - Center for New North Carolinians Description of Latino/Hispanic culture <http://cncg.uncg.edu/pdfs/latinohispanics.pdf>

Lesson Outline

Warm Up

1. Ask learners to complete these sentences:
 - The most important thing you should know about my culture is...
 - It's important for people to learn about my culture because...
 - It's important for me to learn about other people's cultures because...

⁷ Carpenter-Song, Elizabeth A. et al. “Cultural Competence Reexamined: Critique and Directions for the Future” *Psychiatric Services* 58:1362-1365, October 2007 Available at <http://psychservices.psychiatryonline.org/cgi/content/full/58/10/1362>

New Faces: Latinos in North Carolina

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

2. Have a class discussion based on the answers to these questions. Share with learners that they started the lesson thinking about their own cultures because understanding their own culture is essential if they are to learn about other cultures.

Defining Cultural Competency and Dissecting Cultural Competency Manuals

1. Define cultural competency in a manner appropriate for the age and educational level of the learners in your group. (See definition in the backgrounder section).
2. Ask learners to think about settings where it might be important to understand another person's culture. (Answers should include healthcare settings — which is where much of the work on cultural competency comes from — education, social service provision, travel, etc.)
3. Divide learners into small groups (3 or 4 students per group). Distribute the descriptions of Latino cultures from the two cultural competency manuals listed in the backgrounder section.
4. Ask learners to read these descriptions about Latino cultures and direct a discussion using the following questions:
 - What stands out for you when you read these descriptions?
 - Do you think that this describes all Latinos?
 - From whose perspective are these guides written?
 - Who is the intended audience?
 - Why are guides like these needed?
 - Why isn't there a description like this for "mainstream American" culture? Is there such a thing as "mainstream American" culture?
 - How might this information contribute to cultural competency and understanding?
 - Is it possible that it could contribute to stereotyping and problems? If so, why?
 - These descriptions of Latinos are accompanied by disclaimers such as "The purpose of this handout is to help you understand some of the features of Hispanic/Latino American culture and issues surrounding Hispanic/Latino American health by presenting a broad picture of cultural facts and experiences. Please keep in mind, when referring to this information, that every person is an individual, who is both influenced by his or her culture and is also a unique being. The information below should not be used to over-generalize or characterize all members of a cultural or ethnic group as alike. There are many factors that impact on a person's identity, behavior, and beliefs, including: individual characteristics; socioeconomic status; education; religion; age; sex; particular migration experiences; and whether the family lived in a rural, urban, or suburban area."⁸ Why is it important for readers of these guides to pay attention to these disclaimers?
 - Tools like these are one way of learning about another culture. What are other ways of learning about cultures other than your own?

8 From Rhode Island Office of Minority Health http://www.health.state.ri.us/chic/minority/lat_cul.php

New Faces: Latinos in North Carolina

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

Defining Your Own Culture

1. Share with students that they have looked critically at the descriptions of elements of Latino cultures and learned that part of being culturally competent is learning to dissect our own culture.
2. Ask learners to write their own short guides to whatever they consider their own culture to be. Their guides might include information on religion, attitudes about time, family, language or gender roles.
3. In addition, ask learners to write a paragraph explaining how they do and do not fit the descriptions of what they consider to be their larger cultural group.

New Faces: Latinos in North Carolina

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

Unit 5 / Module 2 / Lesson 1

Languages of Latinos in Latin America and the United States

Objectives

1. Learners will be able to identify the primary languages spoken in Latin America.
2. Learners will analyze the variety of languages spoken by Latinos in the United States.
3. Learners will think about the importance of languages for Latino communities including new immigrants and established communities.

Framing Questions

1. What languages are spoken in Latin America?
2. What languages and dialects are spoken by Latinos in the United States?
3. The issue of language is related to the issue of assimilation. What are some of the controversies and questions that arise when people think about the languages spoken by Latinos in the U.S.?
4. Why is it important to critically examine assumptions about the languages spoken by groups of people?

Backgrounder

Many languages are spoken in Latin America, but Spanish is the most prevalent. Portuguese is the primary language in Brazil. In addition many indigenous languages are spoken throughout the Americas.

Language preferences of Latinos in the United States are diverse. Some Latinos consider Spanish their first language, especially if they are the first generation to live in the United States. Other Latinos in the U.S. consider Spanish to be their second language, with English as their first language. This is especially true if they are the second or more generation to be born here. Still other Latinos have ancestors who emigrated to the U.S. from Latin America, but they speak no Spanish at all. English is their first, and in some cases, only language.

Spanish should not be a term that is used to refer to someone's nationality simply because they speak the language. Remind students that the only people that should be referred to as Spanish are those who are citizens of the country of Spain. Also, remind students that they cannot assume that a person speaks Spanish simply because he or she is Latino or because of his or her physical characteristics.

New Faces: Latinos in North Carolina

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

Materials and Preparation Needed

1. Blank map of North and South America (one copy for each learner)
2. Labeled map of North and South America (available online)
3. Markers, crayons or colored pencils for each learner
4. Maps of languages spoken in Latin America:
 - Most Widely Spoken Native Languages in Latin America
http://commons.wikimedia.org/wiki/File:Map-Most_Widely_Spoken_Native_Languages_in_Latin_America.png
 - Latin Languages in the Americas
http://commons.wikimedia.org/wiki/File:Latin_languages_in_the_Americas.png
5. BBC Article: "Hispanics in the US: A new generation"
<http://www.bbc.co.uk/news/10209213>
6. Articles about Spanglish from PBS website for the series "From Sea to Shining Sea"
<http://www.pbs.org/speak/seatosea/americanvarieties/spanglish/>
<http://www.pbs.org/speak/seatosea/americanvarieties/spanglish/book/>
7. YouTube video showing a glimpse into efforts to preserve indigenous languages in Mexico
<http://www.youtube.com/watch?v=9Eiv-pnRVr4>
8. Computer with Internet access, projector, and speakers

Lesson Outline

Geography Warm-up

1. Provide each learner with a copy of the blank map of Latin America.
2. Give learners three minutes to fill in the names of as many countries as they can on the map. Perhaps offer a reward to the person(s) able to correctly identify all of the countries.
3. Use a projector or overhead to show a labeled map of Latin America confirm for all learners the correct name of each country.

Languages of Latin America and of Latinos in the U.S.

1. List the following dominant languages of the Americas on the board: English, Spanish, French, Portuguese.
2. Ask students to look at their maps and to talk with the person next to them for two minutes about which language is dominant in each country.

New Faces: Latinos in North Carolina

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

3. Return as a whole group and, soliciting input from students, determine which languages are dominant in which country; e.g., English in the U.S. and Canada, Spanish in Mexico and most of Central and South America, Portuguese in Brazil, etc.
4. Ask learners to shade their maps to indicate the dominant languages in each country and to create a legend to indicate the significance of their shading.
5. Ask learners if they think those are the only languages spoken in those countries.
6. Share the map showing the prominent indigenous languages and ask learners to add shading to reflect those languages to their map.
7. Consider watching the YouTube video for a glimpse into efforts to preserve indigenous languages in Mexico.
8. Ask learners, "Now that we've talked about languages spoken by Latinos in Latin America, what about the languages spoken by Latinos in the United States?"
9. Ask learners to identify the languages spoken by Latinos in the United States. (Possible answers include English, Portuguese, Spanish, Chicano English, Indigenous languages and Spanglish.)
10. Conduct a discussion about languages spoken by different groups of Latinos, youth, first- and second-generation immigrants, etc.
11. Consider asking learners to read or listen to some of the following resources prior to the discussion:
 - Hispanics in the US: A new generation.
<http://www.bbc.co.uk/news/10209213>
 - Spanglish
<http://www.pbs.org/speak/seatosea/americanvarieties/spanglish/>
<http://www.pbs.org/speak/seatosea/americanvarieties/spanglish/book/>

Wrap Up

1. Ask learners to share with partners two new things they learned about Latin America and language during this activity.
2. Have several of the pairs of learners report to the entire class on their new understanding.

New Faces: Latinos in North Carolina

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.



New Faces: Latinos in North Carolina

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

Unit 5 / Module 2 / Lesson 2

Hispanic Names

Objective

1. Learners will be able to identify the correct structure for Hispanic names.
2. Learners will consider the importance of understanding the structure of names from different cultures.

Framing Question

1. How does the structure of Hispanic names differ from the structure of most names in Anglo or African American communities in the United States?
2. Why might it be important to understand the different structure for Hispanic names?

Backgrounder

A “given” name is one that is given to a person, usually by his or her parents, as opposed to a family name, which is inherited. In many countries whose cultures are influenced primarily by the culture of Western Europe, the given name usually appears first. This is true with names in North and South America. Therefore the given name is commonly referred to as a first name. However in most other cultures in the world the family name is usually stated first.⁹

In U.S. traditional marriages, the woman often takes her husband's last name; his family name becomes her family name. Increasingly some women are deciding to keep their own last names, and some couples are joining their last names with a hyphen.

A full Hispanic name includes first name and middle name, followed first by the paternal family name and then the maternal family name. When speaking about someone who has two family names it is appropriate to use both of these names. At times only one family name may be used, but it would be the first, or father's, family name. See the chart that follows this lesson for an example of Hispanic name structures.

Changing their names at marriage is not something that all women in Latin America do. Many women may continue to use the name given to them at birth for the entire lives, even if they are married. However other women in certain social circles and situations may choose to adopt a usage that will link them to their husbands. When a woman is married and changes her name, she drops her mother's family name and adds her husband's family name preceded by the word de. In Spanish “de” means “of.” It seems to be more common for some women to adopt this usage socially but not to legally

⁹ Definitions and explanations of names have been adapted from the Wikipedia article on Given Names.
http://en.wikipedia.org/wiki/Given_name

New Faces: Latinos in North Carolina

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

change their names. However, it is again important to note that many women who get married do not legally change their names, nor change them in practice.

Materials and Preparation Needed

1. Enlarged Hispanic names chart (follows this lesson)
2. List of famous Latinos (follows this lesson)
3. Computer with Internet access (one for every two learners)

Lesson Outline

Introduction

1. Introduce learners to the concept that names and the way they are used vary from culture to culture by writing the following names on the board:
 - Ma Nan
(First name = Nan, and family name = Ma. This is a Chinese name.)
 - Joseph Alexander Edwards
(First name = Joseph, middle name = Alexander, and last name = Edwards. This is a traditional American name structure.)
 - Maria Lucia Toro Rodriguez
(First name = Maria, middle name = Lucia, paternal family name = Toro, and maternal family name = Rodriguez. This is a traditional Hispanic name structure.)
2. Ask a learner to come to the board and circle the family name(s) in each full name.
3. Ask another learner to circle the first names.
4. Ask another learner to circle the middle names.
5. Correct the learners if they incorrectly identify the first and last names in the Chinese names and in the Hispanic name. Introduce the day's lesson by pointing out that names from different cultures have different structures. Ask learners to think about why it might be important for us to understand this cultural difference.

Examine the structure of American and Hispanic Names

1. Ask learners to talk about their names:
 - What is their given name?
 - What is their family name?
 - Are they named after a relative — a grandparent or uncle?
 - Do they know their mother's maiden name?
 - Do some students know of married couples that have different last names?
 - Can they name some movie stars or pop stars that are married to each other yet have different last names? Ask them why this might be.

New Faces: Latinos in North Carolina

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

2. Ask learners why some women might not want to lose the use of their family names.
3. Tell learners, "Now let's look at Hispanic names, which is the primary naming system used in Latin America." Use the chart below to explain how Hispanic names work.
 - If Francisco and Teresa get married and have a child together the child's full name will include both his father's first family name (Sanchez) and his mother's first family name (Morales).

	Given Name	Middle Name	First (Father's) Family Name	Second (Mother's) Family Name
Man	Francisco	Jose	Sanchez	Martinez
Woman	Teresa	Guadalupe	Morales	Rodriguez
Child's Name	Oscar	Alejandro	Sanchez	Morales
Teresa's married name	Teresa	Guadalupe	Morales	de Sanchez

4. Ask learners to use the chart to answer the following questions:
 - What is the first last name of Teresa's mother?
 - What is the first last name of Teresa's father?
5. Ask learners to write their own or a friend's name in Hispanic form.
6. Ask learners to investigate the full names of the following famous Latinos:

Famous Latinos

Research the full name (first, middle — if applicable — and both last names) for these famous Latinos:

Shakira (Colombian musician)

Felipe Calderon (president of Mexico)

New Faces: Latinos in North Carolina

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

Gael Garcia (Mexican actor)

Wrap Up: The Importance of Understanding Name Structures

1. Lead a discussion on the importance of learning about different name structures using the following discussion questions:
 - In what setting might it be important for professionals to understand the structure of Hispanic names?
 - What problems might Latinos run into because of the different structure of their last names? How could a better understanding of this structure on the part of service providers lessen confusion?

New Faces: Latinos in North Carolina

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

Hispanic Name Structures

	Given Name	Middle Name	First (Father's) Family Name	Second (Mother's) Family Name
Man	Francisco	Jose	Sanchez	Martinez
Woman	Teresa	Guadalupe	Morales	Rodriguez
Child's Name	Oscar	Alejandro	Sanchez	Morales
Teresa's married name	Teresa	Guadalupe	Morales	de Sanchez

New Faces: Latinos in North Carolina

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

Unit 5 / Module 2 / Lesson 3 Exploring Music of Latin America

Objectives

1. Learners will be able to identify many of the diverse styles of Latin music.
2. Learners will be able to identify the importance of music as an expression of identity for Latinos and in all cultures.

Framing Questions

1. What is Latin music? What kinds of music make up this broad genre?
2. How is music an expression of identity and culture?
3. What is the relationship between music and other forms of cultural expression and the immigrant experience?

Backgrounder

The music of Latin America and Latin music in the United States are as diverse as any other part of the cultures of the region. This lesson is designed to allow learners to explore the great diversity of Latin music and to find commonalities and differences within it. The lesson suggests that the instructor play samples of this music in class. If the instructor does not speak Spanish, it will be important to vet the lyrics of any particular song with a Spanish speaker in order to ensure their appropriateness for the population of learners in the group.

Materials and Preparation Needed

1. New Faces Video Clip: "Remembering Selena"
In this clip viewers learn about the music and the legacy of the late Tejano singer Selena. Beloved by audiences from Texas to South America, Selena was a young performer who came from a family of musicians and whose life was cut short when she was murdered at age 23. While chronicling Selena's career and her family life in the border state of Texas, this clip discusses the ways that music can be a powerful expression of bicultural identity.
2. TV and DVD player
3. Computer with Internet access and projector with speakers (one computer for every two students)
4. CD or MP3 player

New Faces: Latinos in North Carolina

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

5. *Música Del Pueblo* website
www.musicadelpueblo.org

Lesson Outline

Latin Music Brainstorm

1. Ask learners to generate a list of as many styles of Latin music as possible. Some examples might include
 - Banda
 - Ranchero
 - Salsa
 - Reggaeton
 - Merengue
 - Bachata
 - Hip Hop
 - Son
 - Samba
 - Vallenato
 - Cumbia
 - Rock en Español
 - Pop
2. Consider bringing in samples of several of these types of music to play for learners who might be unfamiliar with them.
3. Ask learners if they know about the origins of any of these types of music.
 - Where did they develop?
 - What does the diversity of Latin music say about the diversity within Latino cultures and countries?

Film Clip

1. Watch the New Faces film clip “Remembering Selena” and follow it with a discussion using the following questions:
 - In the clip the narrator and Selena’s family members talk about the relationship between Tejano music and their identities as Mexican Americans. What is the relationship they describe?
 - Does this relationship between music and identity resonate with you? If so, why?
 - What relationship does music have to your identity? Is there any type of music that is an expression of your identities?

Exploring Latin Music

1. Allow learners to explore Latin music through the Smithsonian’s online tool: *Música Del Pueblo*, www.musicadelpueblo.org. This resource allows users to explore an interactive mural that depicts different elements and styles of Latin music. Learners

New Faces: Latinos in North Carolina

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

may watch videos and read descriptions of different musicians playing different styles of Latin music, both traditional and modern.

2. After learners have had a chance to explore the mural, return to the large group for a discussion using the following questions:
 - Which of the styles of music that you encountered was your favorite? Why?
 - What styles of Latin music are not represented here? If you had to choose a style of Latin music to include here what would it be?
 - Why is music important in our lives?
 - What role does music play in culture? In the immigrant experience?

Research and Extension Activity

1. In groups, assign students a particular style of Latin music not represented in *Música Del Pueblo*. Suggested styles include salsa, cumbia, and reggaeton.
2. Each group should research one of these styles of music, then create a report to share with the group on its origins, the country in which it was first developed, famous musicians within the genre, any role the music has played in social or cultural movements or events, etc.
3. Learners should give a multimedia presentation, including images and music, to share their research with the class.

New Faces: Latinos in North Carolina

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

Unit 5 / Module 2 / Lesson 4 Latin American Foods

Objectives

1. Learners will critically examine their assumptions about foods of Latin America and will build an understanding that while there may be common features of the diets of people from across Latin America, food varies from country to country and region to region.
2. Learners will be able to identify common elements of Latino cuisine both historically and in present day.
3. Learners will investigate specific cuisines of Latin American countries and will be able to explain why those food traditions evolved.

Framing Questions

1. What are the important foods in Latin America?
2. What are the similarities and differences across countries and regions?
3. Why is it important to recognize the diversity of food in Latin America?
4. How can food help to preserve culture when people migrate from one place to another?

Backgrounder

The foods of Latin America are as diverse as the countries themselves. While there are foods that are common to many Latin American countries such as corn, beans, and certain fruits and vegetables, it is important to remember that the food traditions are diverse among and within countries and vary depending on geography, climate, and the ethnic and religious traditions of a particular area. In addition, when foods are brought from immigrants' home countries to their new country there are often additions and changes to the cuisine.

Materials and Preparation Needed

1. Traditional Latin American Eating Patterns (PDF):
<http://www.latinonutrition.org/documents/LLKIT-Traditions.pdf>
2. *When Worlds Collide: New World Foods*, PBS video clip:
<http://video.pbs.org/video/1580446356/>

New Faces: Latinos in North Carolina

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

3. *The History of Corn / La Historia Del Choclo* (video, in Spanish)
<http://vimeo.com/12641626>
4. TV and DVD player
5. Computer with Internet access and projector with speakers
6. Latin foods images (follow this lesson)
7. Latin American Network Information Center: Latino foods page
<http://info.lanic.utexas.edu/la/region/food/>

Lesson Overview

Latin American Food Brainstorm

1. Introduce to learners that this lesson will focus on the foods of Latin America. Begin with a free-association exercise. Ask learners to write down the first three words that come to mind when they think about Latino or Hispanic foods. Give them just 20 seconds to do this.
2. Ask learners to share their three words with someone sitting next to them and to briefly discuss any similarities and differences in their lists.
3. Come back together as a whole group and ask several learners to share their responses.

Discussion: Commonalities and Differences in the Foods of Latin America

1. Begin a discussion of the foods listed and how students' perceptions of foods of Latin America match up to the reality. It is likely that many learners will be very familiar with Mexican foods and will assume that all of the countries of Latin America have similar cuisine. It is important to point out that this is not true.
2. Show students the Latin foods images and ask them to compare and contrast the foods they see in the pictures:
3. Additional resources to fuel this discussion include
 - Traditional Latin American Eating Patterns (PDF):
 - <http://www.latinonutrition.org/documents/LLKIT-Traditions.pdf>
 - *When Worlds Collide: New World Foods*, video clip
<http://video.pbs.org/video/1580446356/>
 - *The History of Corn / La Historia Del Choclo* (video, in Spanish)
<http://vimeo.com/12641626>

New Faces: Latinos in North Carolina

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

Research Exercise:

1. Assign individual learners or groups of learners to countries of Latin America and charge them with investigating the traditional foods of that country. Suggested countries include:
 - Mexico
 - Colombia
 - Argentina
 - Cuba
 - Nicaragua
 - Venezuela
 - Guatemala
 - Puerto Rico
2. The Latin American Network Information Center's "Food, Recipes and Nutrition" page has country-specific links to recipes and information:
<http://info.lanic.utexas.edu/la/region/food/>

Extension Activities

1. Have a potluck meal in which learners bring in dishes from the countries they researched.
2. Send learners on a scavenger hunt for Latino foods in their local grocery stores and markets.

New Faces: Latinos in North Carolina

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

TYPICAL FOODS FROM LATIN AMERICAN COUNTRIES

Bandeja Paisa (Colombia)

Typically includes Red beans cooked with pork, white rice, ground meat, pork rind, Fried eggs, fried green plantains, chorizo with lemon, as (cornmeal cakes), black pudding, and avocado.



Nacatamal (Nicaragua)

Typically includes masa or cornmeal dough with filling made from pork or chicken, tomatoes, rice, garlic, onions, potatoes, mint leaves olives, raisins and fresh chile, wrapped in plantain leaves.



New Faces: Latinos in North Carolina

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

Popusas (El Salvador)

Typically includes hand-made corn tortilla filled with cheese, pork, squash, or refried beans.



Pozole (Mexico)

Typically includes hominy, pork, chicken, turkey, pork rinds, sardine, chili pepper and other seasonings and garnish.



New Faces: Latinos in North Carolina

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

Unit 5 / Module 2 / Lesson 5 Quinceañera: A Coming of Age Ritual

Objectives

1. Learners will explore a coming-of-age ritual, the *quinceañera*, that is unique to Latin America. Learners will compare and contrast this ritual with coming-of-age rituals from other cultures and explore the importance of these traditions.
2. Learners will think about how the immigrant experience might affect traditions such as the *quinceañera*.

Framing Questions

1. What are coming-of-age rituals, and why are they important?
2. What are the coming-of-age rituals in Latino cultures?

Backgrounder

One important part of many cultures is the coming-of-age ritual, an event, ceremony or celebration that marks the transition from childhood to adulthood. In Mexico and some other Latin American countries and in Latino communities in the United States, the coming-of-age ritual for girls is the *quinceañera*. The following is a brief description of a *quinceañera* from the Learn NC lesson plan, “The Quinceañera Celebration.”

The *quinceañera* “constitutes a ceremony on a girl’s fifteenth birthday to mark her passage to womanhood, to give thanks to God for his blessings, and to present a young woman to the community. From an Anglo perspective, the festival would seem a combination of a “sweet sixteen” birthday party combined with a coming-out ball for debutantes.... In former times, the girl’s fifteenth birthday would have signaled that she was an active, adult member of the community, fully ready to take on her share of responsibilities, and indicated that she was of marriageable age and status. Today, the tradition has taken on other meanings, but remains a celebration of womanhood, family and community.”¹⁰

Materials and Preparation Needed

1. “Celebrating You: Cultural Coming of Age Stories,” *New Moon* magazine
http://findarticles.com/p/articles/mi_hb4908/is_3_15/ai_n29401572/
2. “The Quinceañera Celebration,” article from Learn NC
<http://www.learnnc.org/lp/editions/chngmexico/218>

¹⁰ From Learn NC lesson plan: “The Quinceañera Celebration” Available at <http://www.learnnc.org/lp/editions/chngmexico/218>

New Faces: Latinos in North Carolina

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

3. "Coming-of-Age Rituals in Many Faiths and Countries," article
<http://www.religioustolerance.org/wicpuber.htm>
4. Quinceañera slide show:
<http://www.learnnc.org/lp/galleries/quinceanera>
5. New Faces film clip: *Quince Años: Coming of Age in the United States* The surging Hispanic population in North Carolina brings not only new workers and residents to a community, but also new traditions and cultures. One such tradition is that of the quinceañera. Quinceañeras, also known as "Quince Años" or "Mis Quinces," are celebrations of growth and womanhood for Latinas turning 15 years old. A combination of Aztec and Spanish traditions that originated in Central and South America, quinceañeras are a symbolic passage into adulthood and life with responsibility. Abril Rodriguez and Michel Rodriguez are two young women in Durham, N.C., who recently commemorated this occasion. Their families and friends gathered around them on the day of their celebration to support them and recognize the change in their lives.
6. DVD player and TV
7. Computer with Internet access and projector with speakers
8. Ritual matching game with game pieces cut out (follows this lesson)

Lesson Outline

Ritual Matching Game:

1. Distribute the small cards which have been cut from the ritual matching game handout. Give one to each learner assuring that you only distribute as many groups of cards as you have learners in the group.
2. Give learners one minute to form groups of three so that they have correctly matched the name of the ritual with the description and the picture.
3. After all the groups of three have successfully concluded, return together and briefly identify and discuss the rituals included, making sure to leave quinceañera as the last one discussed.
4. In general, the idea is to get students acquainted with the presence of rituals that mark points of transition and change in our lives and to have them think about rituals' importance, in both secular and religious terms.
5. Finally, go over quinceañera and let learners know that they are going to explore this Latin American coming-of-age ritual in further detail.

New Faces: Latinos in North Carolina

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

Quinceañera Video

1. Watch the New Faces film clip “Quince Años: Coming of Age in the United States.”
2. Discuss the clip using the following discussion questions:
 - What does the quinceañera celebration mean to these young women and to their families?
 - The father of one of the girls talks about how he had to work hard to save money for this celebration. Why do you think that this celebration might be so important for him and his family?
 - The celebration of the fifteenth birthday party has both religious and secular elements? Are there other celebrations that you can think of that are similar in that they are both religious and secular?
 - The mother talks about the difference between her older and younger daughters and their identification with Mexican and American cultures. What relationship do celebrations like quinceañeras have to maintaining cultural heritage and tradition?

Read About Quinceañeras and Other Coming-of-Age Rituals.

1. Learners should read the article from Learn NC about quinceañeras and may read any of the other articles listed in the materials section which share more about other coming-of-age rituals in various cultures. Then lead a discussion around the following questions:
 - How does the quinceañera compare to other coming-of-age celebrations?
 - Are there commonalities among these rituals?
 - What are the differences and what makes the quinceañera unique?





Designing/Documenting Your Own Coming-of-Age Ritual.

1. Allow students to create written and illustrated descriptions of their own coming-of-age rituals. Learners can choose between two options:
 - Describe a coming-of-age celebration or ritual from your own culture that you have participated in or plan to participate in.
 - Invent your own unique coming-of-age celebration.
2. All of these descriptions should answer the following questions:
 - At what age does the ritual usually take place?
 - Does it have religious or spiritual elements. If so, what are they?
 - Does it have a celebration? What happens at the celebration?
 - What foods are eaten, what music played, what dances, etc.?
 - Where does it take place?

New Faces: Latinos in North Carolina




A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

RITUALS MATCHING GAME*

<p>Baptism</p>	<p>A religious sacrament marked by the symbolic application of water to the head or immersion of the body into water and resulting in admission of the recipient into the community of Christians.</p>	
<p>Marriage</p>	<p>The legal union of a man and woman as husband and wife, and in some jurisdictions, between two persons of the same sex, usually entailing legal obligations of each person to the other.</p>	
<p>Bar Mitzvah</p>	<p>The ceremony that initiates and recognizes a 13-year-old Jewish boy as an adult who is responsible for his moral and religious duties.</p>	
<p>Graduation</p>	<p>Conferral or receipt of an academic degree or diploma marking completion of studies.</p> <p>A ceremony at which degrees or diplomas are conferred; a commencement.</p>	

New Faces: Latinos in North Carolina

A curriculum-based media project about the Latino community's cultural & economic contributions to North Carolina.

Debutante Ball	A celebration marking a young woman's formal debut into society.	
Quinceanera	The celebration of a girl's fifteenth birthday in parts of Latin America and elsewhere in communities of immigrants from Latin America. This birthday is celebrated differently from any other birthday, as it marks the transition from childhood to womanhood	
Confirmation	A Christian rite admitting a baptized person to full membership in a church.	

*All definitions used in this exercise are from www.Answer.com