

Flipped IN-CLASS Lesson Plan Template

Topic or concept:
The Afro-Latino Identity and Experience

<p>Basic objectives for preparatory work: Objectives are for students to gather insights about the experiences of Afro-Latinos in the US. Prep work will include reading articles and watching a video where Afro-Latinos discuss their identities and experiences in the US.</p>	<p>Advanced objectives for classwork & after class work: Advanced objectives include students connecting the unique experiences of Afro-Latinos to the history of racism and oppression of Black people due to the promotion and perpetuation of white supremacist ideology.</p>
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	Time planned	Activity and rationale	Resources needed
Beginning of class period	5 mins	Quescussion: Students are asked to share any questions they have about the video and or readings that they reviewed for prep work. Questions will be written on the board and referred to throughout the lecture - goal will be to work together as a class to answer questions using insights from prep work and past class discussions.	White board, markers or chalk board and chalk.

Middle of period	20 mins	Small group break outs: Students will be put into small groups, and each group will be assigned one of the prep readings to discuss in class. They will be given a series of questions to consider about Afro-Latino identity and experience and asked to present their insights to the rest of the class.	Chart paper, markers
Middle of period (use if needed)	25 mins	Group presentations: each small group will be given 5-7 minutes to present their responses to the questions and share insights about the reading they were assigned. Peers will be able to ask questions.	N/A
End of period	10 min	Students will go through list of questions posed during quescussion at the beginning of class and check to see if we've answered all of the questions together. Post work will be to write a one page paper about how the topics discussed in today's class tie to concepts and broader themes of the course pertaining to race, colorism, Black and Latino identities and the impact of white supremacy on Black and Latino communities.	Written assignment description.

Flipped AFTER CLASS Work Plan Template

Advanced learning objective	Activity and rationale	Instructions to students
Students will connect the unique experiences of Afro-Latinos to the history of racism and oppression of Black people due to the promotion and	Students will write a one page paper with their personal reflections on how the issues raised in the prep video and readings tie to the broader course concepts. The purpose of this written reflection is to help students understand how historical and systemic racism and oppression have shaped and continue to impact the	Select an issue about the Afro-Latino experience that was raised in the readings, video or class discussion. Provide your analysis and reflection about the issue using theories and concepts that have been discussed over the course of the semester. A high quality response will critically analyze the issue, be well-argued, well-written

<p>perpetuation of white supremacist ideology.</p>	<p>lives, identities and experiences of Afro-Latino people today.</p>	<p>and well-reasoned. Your perspective and voice are desired in your response, but be sure to strike a balance between personal opinion and evidence-based analysis that is rooted in theory and practice. This requires using course readings (at least 2) to contextualize your experience.</p>
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GUIDED PRACTICE

Class: **Black, Latino & Latin American Relations**

Date assigned: **Fall 2019**

Date due: **Fall 2019**

Time estimate to complete this assignment: **90 mins**

Overview/Introduction

This lesson is about the experiences of Afro-Latino people in the US. As we know from past class discussions, of the 13 million Africans who were enslaved and brought to the Americas, 12.5 million were taken to what we know as present day “Latin America.” This means that, despite popular belief and misconceptions about a monolithic experience of Black people that is rooted in American perspectives, the majority of Black/African people in the Americas are Afro-Latino people who are concentrated in South and Central America. Having an understanding of Afro-Latino identity and experience will provide us with a more well-rounded perspective of what it means and looks like to be Black in the Americas.

Learning Objectives

Basic objectives

- Students will be able to define the term “Afro-Latino” and articulate the nuances surrounding this word
- Students will be able to draw from the personal experiences and stories of Afro-Latinos as a tool for educating and informing themselves and others about this unique identity
- Students will be able to better understand the unique and diverse experiences of Afro-Latinos

Advanced objectives

- Students will make connections between the present day experiences and sentiments of Afro-Latinos and the historic events that have shaped them
- Students will be able to articulate how the transatlantic slave trade has influenced the cultural identities and experiences of Black people in the Americas
- Students will be able to identify similarities and differences between the experiences of Blacks in the US and Blacks in various Latin American countries

Preparatory Activities and Resources:

1. Give detailed, action-oriented instructions for completing the Guided Practice assignment. Keep in mind that the activities should be minimal, simple, engaging, productive, and failure tolerant (see Talbert, 2017, pg. 135)

Students are to watch a one hour video and engage in dialogue with their classmates in a discussion board hosted on Canvas. Instructions:

- Students are to spend one hour watching this video: [The Relationship Between the Black and Latinx Community](#)
- When you're done watching the video, please contribute your reactions and reflections to our online discussion board on Canvas as follows:
 - Step 1: Watch the video by The Grapevine
 - Step 2: Share your thoughts/reactions to the video. What stood out to you? What was surprising? What did you learn? How did what you hear in the discussions in the video tie into what you read in this week's readings?
 - Step 3: Read and respond to at least two other students' posts. Post your responses by 5pm x day and x time.

2. Give a "playlist" of resources such as readings, videos, audio, or other content delivery methods that provide students the content to work with.

Resources include:

- This video: [The Relationship Between the Black and Latinx Community](#)
- These readings:
 - Jiménez Román, Miriam and Juan Flores (2010). *The Afro-Latin@ Reader: History and Culture in the United States. Section IX:*
 - *An Afro-Latina's Quest for Inclusion*
 - *Negotiating among Invisibilities: Tales of Afro-Latinidades in the United States*
 - *We are Black Too: Experiences of a Honduran Garifuna*
 - *Profile of An Afro-Latina: Black, Mexican, Both*
 - Telles, Edward (2014). *Pigmentocracies: Ethnicity, Race, and Color in Latin America. Chapter 3: From Whitened Miscegenation to TriEthnic Multiculturalism: Race and Ethnicity in Columbia*

Exercises: Please complete by _____.

- Give a method for students to submit their work online BEFORE the face to face class meeting. Google forms, SurveyMonkey, and tools in your LMS will all work. Alternatively, give them instruction on what completed work to bring to class as an entry ticket.

- The submitted work should demonstrate students' mastery of the basic learning objectives.

Students will be asked to engage in dialogue with their classmates in a discussion board hosted on Canvas. Instructions:

- Students are to spend one hour watching this video: [The Relationship Between the Black and Latinx Community](#)
- When you're done watching the video, please contribute your reactions and reflections to our online discussion board on Canvas as follows:
 - Step 1: Watch the video by The Grapevine
 - Step 2: Share your thoughts/reactions to the video. What stood out to you? What was surprising? What did you learn? How did what you hear in the discussions in the video tie into what you read in this week's readings?
 - Step 3: Read and respond to at least two other students' posts. Post your responses by 5pm x day and x time.

Questions?

Give a way for students to get help.

Questions, please email, call or schedule office hours with me.

ADVANCED PRACTICE

This is given for students to complete after the class meeting in which they work together.

Class: **Black, Latino & Latin American Relations**

Date assigned: **Fall 2019**

Date due: **Fall 2019**

Time estimate to complete this assignment: (Note that this is advanced practice, so is expected to take longer than a preparatory assignment – but not TOO long! Keep it reasonable.) **2 - 2.5 hours**

Learning Objectives

Advanced objectives

List 3-4 learning objectives that you expect students to need help mastering in class and after class.

- **Students will make connections between the present day experiences and sentiments of Afro-Latinos and the historic events that have shaped them**
- **Students will be able to articulate how the transatlantic slave trade has influenced the cultural identities and experiences of Black people in the Americas**
- **Students will be able to identify similarities and differences between the experiences of Blacks in the US and Blacks in various Latin American countries**

Activities & deliverables

1. **Give detailed, action-oriented instructions for completing the assignment. Make sure to also include a reflective component.**
2. **Describe what students should turn in, by when.**

Select an issue about the Afro-Latino experience that was raised in the readings, video or class discussion. Provide your analysis and reflection about the issue using theories and concepts that have been discussed over the course of the semester. A high quality response will critically analyze the issue, be well-argued, well-written and well-reasoned. Your perspective and voice are desired in your response, but be sure to strike a balance between personal opinion and evidence-based analysis that is rooted in theory and practice. This requires using course readings (at least 2) to contextualize your experience. All papers are due by 5pm on Friday.

Resources:

3. Give a “playlist” of resources to help students complete the assignment.

Resources include:

- This video: [The Relationship Between the Black and Latinx Community](#)
- These readings:
 - Jiménez Román, Miriam and Juan Flores (2010). *The Afro-Latin@ Reader: History and Culture in the United States. Section IX:*
 - *An Afro-Latina’s Quest for Inclusion*
 - *Negotiating among Invisibilities: Tales of Afro-Latinidades in the United States*
 - *We are Black Too: Experiences of a Honduran Garifuna*
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 - Telles, Edward (2014). *Pigmentocracies: Ethnicity, Race, and Color in Latin America*. Chapter 3: From Whitened Miscegenation to TriEthnic Multiculturalism: Race and Ethnicity in Columbia
- Notes from class group presentations, which have been shared in a Google Doc and posted to Canvas

Questions?

Give a way for students to get help.

Need help? Please reach out to your group members and/or email me to schedule office hours.