

## Latin American Stereotypes: An Interdisciplinary Approach



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### **Rationale:**

- As teachers we feel that it is important for students to understand cultures different from their own. We created an interdisciplinary lesson that is an introduction to a standards based Latin American curriculum currently being used by teachers within the Coventry Public School System. Our goal is to help students recognize how culture and experiences may influence their views and perceptions of other cultures. Many students make assumptions about other cultures based on U.S. media not on knowledge and interaction with people of those cultures. For example it is not uncommon for a student to meet one indigenous person from Mexico and assume that all Mexicans are of indigenous descent. This lesson looks at stereotypes in regards to race, gender, and class.

*For further information regarding this lesson please feel free to contact either Kelly LaBelle at [kllkelanne@aol.com](mailto:kllkelanne@aol.com) or Maria Saccoccia at [msaccoccia@hotmail.com](mailto:msaccoccia@hotmail.com).*

# Lesson Plan for Introduction to Latin America: Stereotypes

## *Geography*

Written by: Maria C. Saccoccia and Kelly LaBelle

Goal: Students will be able to recognize how culture and experiences may influence views and perceptions.

### Objectives:

Students will be able to:

1. Identify what a stereotype is in regards to class, gender and race.
2. Make generalizations about Latin America based on prior knowledge (Television, radio, other courses, etc.).
3. Analyze information by comparing and contrasting their prior knowledge of Latin America with information learned at the end a unit addressing Latin American topics.

### Standards:

- Knows and understands how culture and experience influence people's perceptions of places and regions. (Geography Standard number six).

### Instructional materials and resources

Ditto sheet titled "Stereotypes"

### Instructional activities and tasks: (Time consideration: One fifty minute class period)

- ❑ Students will be instructed to silently complete the sheet title "Stereotypes" (10 to 15 minutes).
- ❑ Students should be placed into groups of three to discuss their ideas (10 to 15 minutes).
- ❑ Students will be instructed to have a "chalk talk", which allows students to share ideas with others.
  - A "chalk talk" consists of students writing ideas on the chalkboard while the class is silently observing the ideas written on the board.
- ❑ **Wrap-up:** Teacher discusses ideas presented and instructs students to pass in their stereotypes ditto. These dittos should be kept until the end of the unit. Teacher should distribute the same stereotypes ditto to be completed a second time so that students determine if their perceptions of Latin America changed.
- ❑ **Assessment:** Teachers should instruct students to write a five paragraph comparative essay discussing what their perceptions of Latin America were at the beginning of the lesson and what they were at the end of a Latin American unit. Included in the essay, students should note if their opinions of Latin American's changed or remained the same.

Name \_\_\_\_\_ Date \_\_\_\_\_

## Stereotypes *Geography*

"... 'cuz anyone can whisper an point a finger, but giving away ones own fear only makes it linger"...-Stewart Lewis off of his "Flip Side" compact disc

1. What are stereotypes?
  
2. When you think of Latin America, what are the first things that come to your mind?
  
3. What do you think of the people of Latin America? What do they look like? What languages do they speak?
  
4. What do you think of the women of Latin America? What is their role in the home? What is their role in society?
  
5. What do you think of the men of Latin America? What is their role in the home? What is their role in society?
  
6. Is there a class structure in Latin America? Does an upper, middle and lower class exist?
  
7. What does a typical home look like in Latin America?
  
8. What type of food products do Latin American's eat?

Name: \_\_\_\_\_

9. Where in the world is Latin America? Where is Latin America in relation to the United States of America? Answer and then draw a map of Latin America on the back of this page.

10. Are Latin American people like you? Why or why not?

11. What would you like to know about Latin America that you do not already know?

# Lesson Plan for Introduction to Latin America: Stereotypes

## Spanish

Written by: Maria C. Saccoccia and Kelly LaBelle

Goal: Students will be able to recognize how culture and experiences may influence views and perceptions.

Objectives:

Students will be able to:

1. Identify what a stereotype is in regards to class, gender and race.
2. Make generalizations about Latin America based on prior knowledge (Television, radio, other courses, etc.).

Standards:

(Connections~ connect with other disciplines and acquire information)

- > Foreign Language 3.1- You reinforce and further your knowledge of other disciplines through Spanish class
- > Foreign Language 3.2- You acquire information and perspectives that are available only through Spanish and its culture

Instructional materials and resources:

- \* World Map
- \* Series of photos of scenes from all countries in Latin America.
- \* Photos of choice for this lesson are from the ¡Bravo! picture series.
- \* ¡Bravo! Picture File. McDougal, Littell & Company. Evanston, Illinois: 1995.
- It is necessary if using this series to obtain the ¡Bravo! Teacher's Guide for Picture File as well as the photo series from Latin America that accompanies the textbooks.
- \*Students' photos from Latin America (see explanation below)

Instructional activities and tasks: (Time consideration: 20-25 minutes each class period for 5 separate class periods)

- Day 1: As an introduction to stereotypes, students will be shown a world map and will be asked the following questions in Spanish:

1. ¿Dónde está América Latina?

2. ¿Qué son los países en América Latina?

- Day 1 Homework: Students will be instructed to find photos of Latin Americans in magazines, newspapers, and on the internet that are examples of their own perceptions of Latin America. Students will be instructed to paste the photos onto construction paper. Students should choose one picture and write at least three sentences describing why they feel that picture is of a Latin American person. Teacher should instruct students to bring this completed assignment to class the following day.
  
- Days 2 In class: Teacher will review pictures that students have chosen and the sentences that the students have written. Teacher will list the adjectives used to describe the Latin American people on the chalkboard. Discussion will follow. Teacher should inquire and ask many "¿Por qué?" questions related to the pictures.
  
- Day 2-5: The above activity should be repeated with the following topics addressed: Students should be instructed to find photos of women, men, children, houses, food, and clothing.
  
- Wrap-up: On the chalkboard, teachers will write the list of adjectives provided by students from their homework assignments. Teacher will show students pictures from the ¡Bravo! Picture File or photos from Latin America of their choice. Teacher will prompt students to provide new adjectives that relate to the photos that the teacher presents. Students should be instructed to create a comparative list of adjectives, which will be used in writing the comparative essay.
  
- Assessment: Teachers should instruct students to include the information from Spanish class in their five paragraph comparative essay that they were instructed to write in the previous Geography lesson.