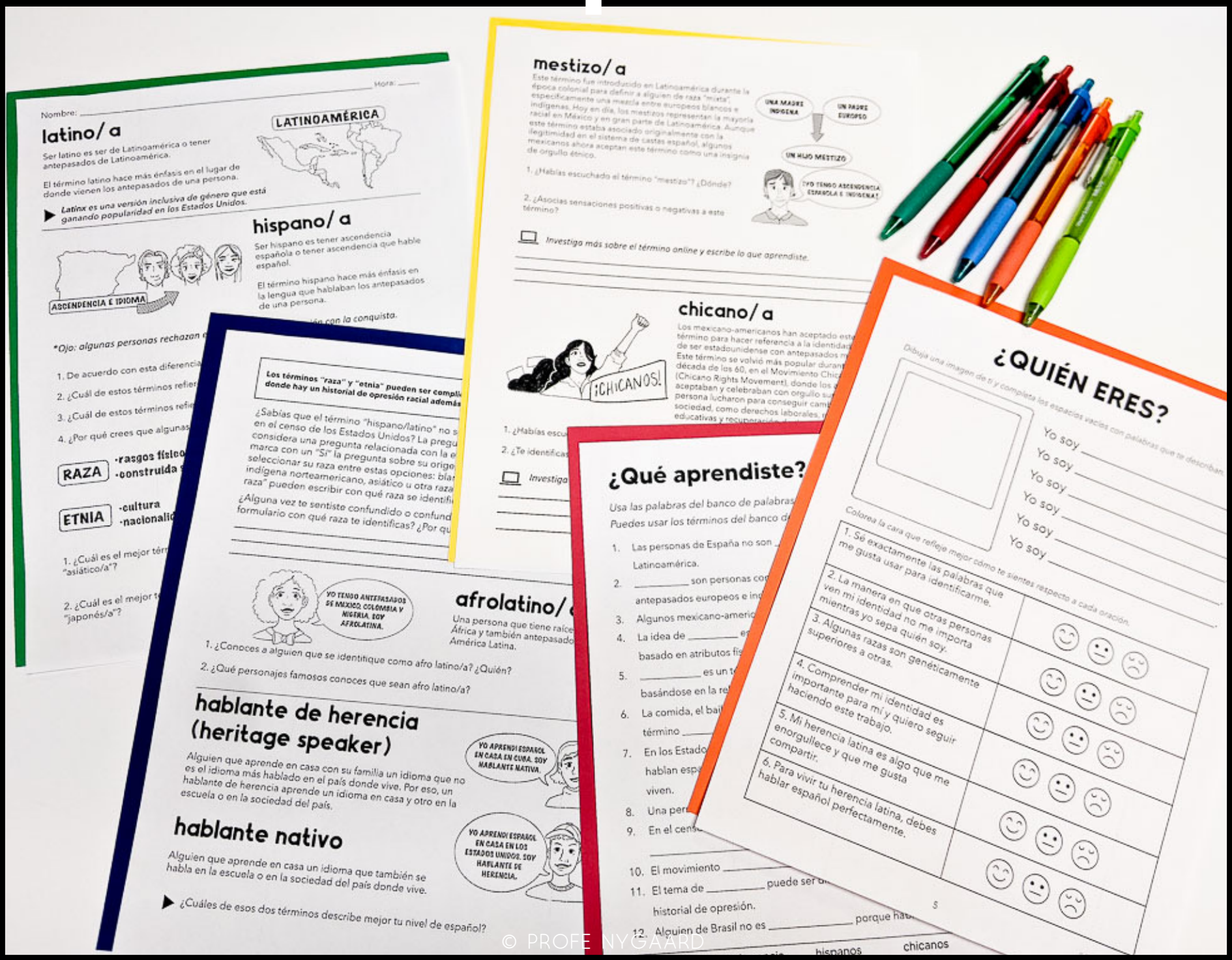
TÉRMINOS DE IDENTIDAD



5 hojas de trabajo en español



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Teacher lesson plans included

These lessons are based on 57 minute class periods.

LESSON PLANS: IDENTITY TERMS WORKSHEETS

PART ONE

Teaching objective: Students will be able to differentiate between the terms latino/a, latinx, hispano/a, raza, etnia, afrolatino/a, hablante de herencia, and hablante nativo.

Inquiry question: Why isn't *latino* considered a race on the U.S. census? Is rase biology based or a social construction?

Materials:
- **Identity Worksheet Packet (first two pages) or Digital Identity Worksheets**

Prep:
- Preview the videos linked in the lesson plan to make sure you want to show them.
- As for the census section on pg. 2, it is hel
the race question on the census so you ca

https://www.npr.org/sections/codeswitch/20
d-why

https://www.pewresearch.org/fact-tank/201

https://2020census.gov/en/about-questions

Lesson plan:
1. Begin class by showing this video:
2. Pass out the identity worksheet pac
digital version have them stop after
3. When they are finished with the firs
https://www.youtube.com/watch?v=
4. Have students complete page 2. Yo
considered a race on the census.

PART TWO

Teaching objective: Students will investigate the terms mestizo and chicano. Students will decide which terms they wish to use to identify themselves.

Inquiry question: What identity terms describe me? How do I identify?

Materials:
- **Identity worksheet packet (pages 3-5) or Digital Identity Worksheets**

Supplies:
- **Markers, colored pencils, or crayons**

Prep:
- Preview the videos linked to make sure you want to show them.

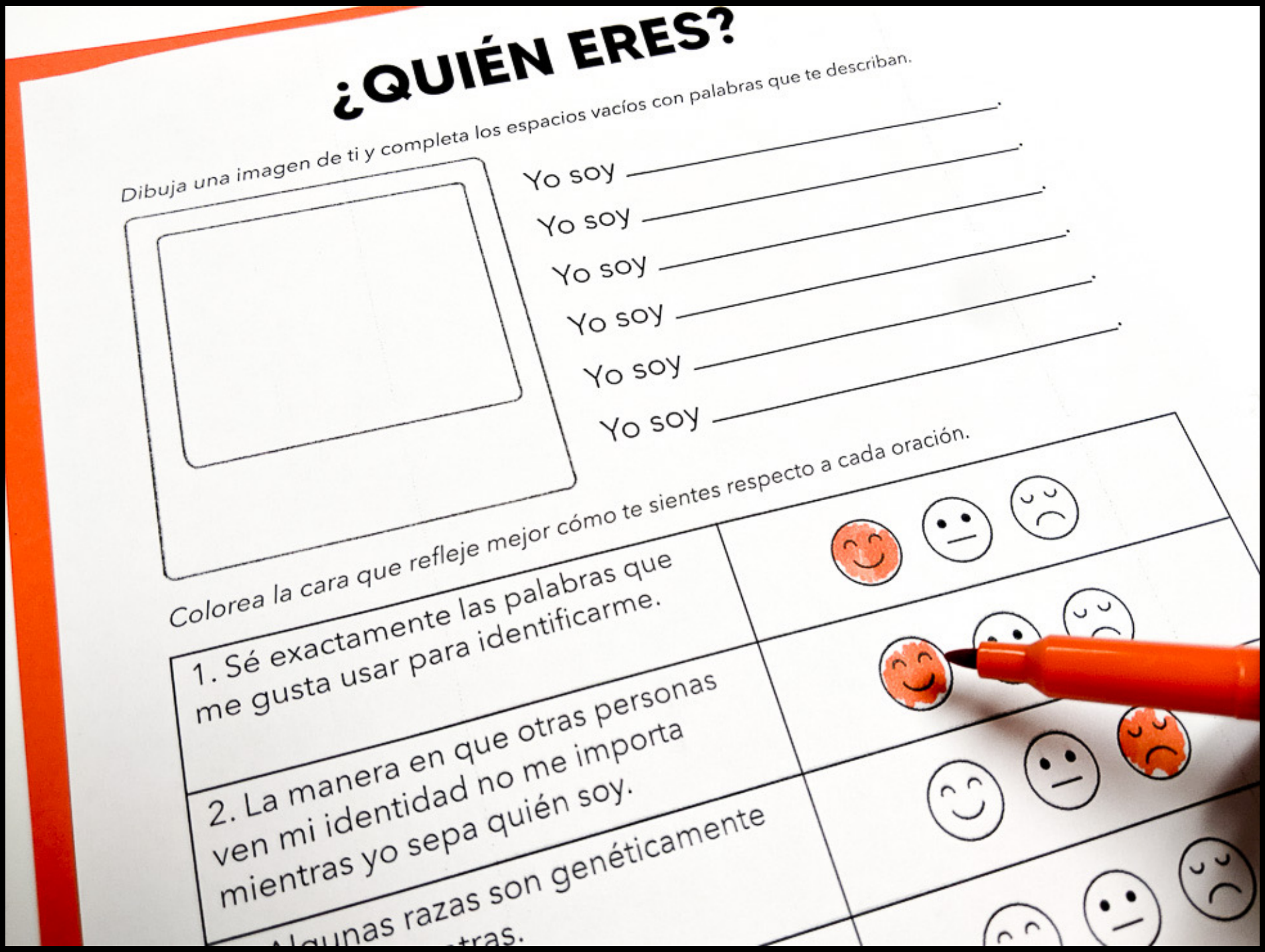
Lesson plan:
1. Begin class by showing these two videos:
https://www.youtube.com/watch?v=qx5yB-CO9c4
https://www.youtube.com/watch?v=jhOe-bc9Z0c
2. Give students time to work on the mestizo section on page 3.
3. When most students have finished the mestizo section, show this video:
https://www.youtube.com/watch?v=bpj9Man7L1U
Ask students if they hear people use the term Chicano often. Point out that Chicano is more commonly used in California, Texas, Arizona, New Mexico, Nevada, and Colorado.
4. Students should now complete pages 4 and 5. Explain that on page 5, they should write down the terms from this packet they wish to identify as and any other terms they prefer (for example: salvadoreño). They may leave some spaces blank.
5. Once most students have completed the packet, go over the answers on pg. 4 as a class using the answer key. If you prefer, you can do this the following day so that all students have a chance to complete the activity.

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120 minutes

ANSWER KEY INCLUDED



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You may also like:

Digital version



This product is included in:

