



**GeoCivics Civic Action: Barriers to Justice
& Points of Pride**

www.teachgeocivics.com

<p>Teacher(s) Ariel Alford</p>	<p>Unit: Centering Black Voices in Puerto Rico</p> <p>Lesson title: Barriers to Justice & Points of Pride CAP Lesson</p>	<p>Grade Level: 9-12</p>
<p>Notes: Each section of this 5 E lesson plan can potentially take multiple days to complete.</p>		
<p>Pre-existing Knowledge: Students should have basic understanding of Puerto Rico’s status as a US territory/colony.</p>		
<p>Overview: For centuries, much of Black history, culture, and life within Latin America has been either ignored, co-opted, or erased from public memory and space. In some countries, the existence of Afro-descendant people has been repeatedly denied i.e. “There are no Black people in Argentina”. Often this erasure is used to promote the image of a homogeneous society, centered around the ideals of “whiteness” and “Latinidad”.</p> <p>Centering the voices of Black people within Puerto Rico is essential to the fight for liberation, justice, and racial equity not only on the island but in Latin America as a whole. This lesson takes a holistic approach to contemporary topics in Latin American by analyzing both the barriers to justice that exist within the Black experience and points of pride that are pushing the Afro-Puerto Rican community forward.</p>		
<p>Purpose: Students will explore contemporary issues facing Afro-descendants within Latin America, with a focus on the lived experiences of Afro-Puerto Ricans. The overarching purpose of this lesson allows students to engage in a Civic Action Project in which they create historical markers, commemorating various aspects of Afro-Puerto Rican history, culture, and resistance, with the goal of displaying and sharing their work within their school and larger community.</p>		
<p>National & State Social Studies Standard(s):</p>		

National Social Studies Standards: C3 History:

- D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts
- D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past.

C3 Civics:

- D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
- D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

Social Justice Standards:

- JU.6-8.12 I can recognize and describe unfairness and injustice in many forms including attitudes, speech, behaviors, practices and laws.
- JU.9-12.12 I can recognize, describe and distinguish unfairness and injustice at different levels of society.

Washington D.C. Social Studies Standard:

- Government and Civics: Driving Concept 4: Political Participation and Engagement
GC.39 Analyze a local, state, national or international issue, and develop a corresponding plan of action for making change.

National & State Geography Standard(s):

National Geography Standard:

C3 Geography

- D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

Washington D.C. Geography Standard: N/A (for grades 9-12)

ELA Standards:

- **Common Core ELA Standards:** Reading Standards for Literacy in History/Social Studies 6–12
Integration of Knowledge and Ideas: 7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

ISTE Student Standard: *1.3 Knowledge Constructor*

- 1.3c - Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

Language Functions:

- **Inquiry/Seeking Information:** Students use language to observe and explore the environment, acquire information, inquire.
- **Summarizing and Informing:** Students use language to identify, report or describe information.
- **Justifying and Persuading:** Students use language to give reasons for an action, decision, point of view, convince others.

Culturally Responsive Lesson Strategies:

- **VOICE:** This lesson allows places for students to work together cooperatively and share their learning experiences with the instructor and each other.
- **DIFFERENTIATION:** This lesson provides opportunities for learners to express their learning in various ways.
- **CONNECTION:** the lesson activity incorporates real life connections and representations from various cultures and life experiences.

Objective(s):

- Students will be able to analyze the ways Afro-Puerto Ricans have preserved culture and created community
- Students will be able to describe the current barriers and points of pride in the lived experiences of Afro-Puerto Ricans

SIOP

SIOP Elements		
Preparation Adapting content Linking to background Linking to past learning Strategies used	Scaffolding Modeling Guided practice Independent practice Comprehensible input	Grouping Option Whole class Small groups Partners Independent
Integrating Processes Reading Writing Speaking Listening	Application Hands on Meaningful Linked to objectives Promotes engagement	Assessment Individual Group Written Oral

Evidence of Mastery (Measurable):

Formative: Students will work together in groups to complete a jigsaw exploration of the article: [Pulitzer Center’s project A Revolution for Puerto Rico’s Afro-Latinos by Natasha Alford](#) in which each group will analyze its assigned essential topic and create an Informational Infographic about barriers to justice in the Afro-Puertican experience that includes the following elements: A Title, Group member names, 4 organized summary sections about the topic, at least 3 relevant images, and 2 reflection paragraphs explaining why this topic is significant, and its impact on the Afro-Puerto Rican community. The teacher will display the completed infographics around the room and will use them as a formative assessment of student learning.

Summative: The students create a Civic Action Plan (CAP) in which students work in groups of five to create a historical marker displaying commemorative aspects of Afro-Puerto Rican history and culture, and then implement their CAP by displaying their markers within the school community and then engage in a formal gallery walk and artist interview to present their historical markers to each other where each student group will explain the topic they chose to commemorate as well as the artistic process they followed to create the historical marker. The teacher will assess the groups' CAP projects using the following CAP Rubric with a score of 80 or higher indicating mastery.

CAP Rubric

Levels of Accomplishment	Criteria	Points
Exceeds expectations	Historical Marker is very relevant and well connected to the chosen topic. Students give a full and highly detailed articulation of the historical and/or cultural connections between their historical marker and the topic they selected. Written explanation is very well written and provides a very accurate explanation meeting all three of the paragraph requirements and includes additional relevant information. Artist statement is complete and gives a very clear and insightful explanation of the display and the artistic elements used within it.(ie. colors, materials, visuals,etc.) Student's oral responses during the Artist interview show a deep understanding of the chosen topic and explains in detail the impact that engaging in a Civic Action Project has had and will continue to have on them.	90-100
Meets expectations	Historical Marker is relevant and connected to the chosen topic. Students clearly articulate the historical and/or cultural connections between their historical marker and the topic they selected. Written explanation is accurate and meets the three paragraph requirement. Artist Statement is complete and offers a clear explanation of the display and the artistic elements used within (ie. colors, materials, visuals, etc.) Student's oral responses during the Artist Interview show an understanding of the chosen topic and impact of engaging in a Civic Action Project.	80-89
Approaches expectations	Historical Marker is somewhat relevant and connected to the chosen topic. Students are able to provide a few historical and/or cultural connections between their historical marker and the topic they selected. Written explanation is somewhat accurate and meets at least 2 of the three paragraph requirements. Artist Statement offers a little explanation of the	51-79

	display and the artistic elements used within (ie. colors, materials, visuals, etc.) Student’s oral responses during the Artist Interview shows a little understanding of the chosen topic and some but not much impact of engaging in a Civic Action Project.	
Fails to meet expectations	Historical Marker is not relevant or connected to the chosen topic. Students are not able to provide historical or cultural connections between their historical marker and the topic they selected. Written explanation lacks accuracy and fails to meet even 2 of the three paragraph requirements. Artist Statement offers very little or no explanation of the display and the artistic elements used within (ie. colors, materials, visuals, etc.) Student’s oral responses during the Artist Interview shows a lack of understanding of the chosen topic and does not express the impact of engaging in a Civic Action Project.	0-50

<p>Key vocabulary:</p> <ul style="list-style-type: none"> ● Civic Action Project - a project in which people take collective action to address issues of public concern ● Resistance - an act or instance of resisting, opposition ● Commemorate - to call to remembrance or to serve as a memorial of ● Afro-Latinx - a Black person or person of African ancestry who is an inhabitant of Latin America ● Historical Memory - "The concept of "historical memory," often expressed as "collective memory," "social memory," or for political scientists, "the politics of memory," refers to the ways in which groups, collectivities, and nations construct and identify with particular narratives about historical periods or events. 	<p>Materials:</p> <ul style="list-style-type: none"> ● 3 poster size ‘post-it’ papers, each with one of the following headings: events, people, contributions and each with an examples of the heading (see ENGAGE section for examples) ● 3 packs of markers, one color for each group ● Classroom timer ● Video: <i>High School Project Saves the Beach</i> (Link in Sources below) ● Computer and Projection device to show the class videos. ● Video: <i>Latin America Tried To Eliminate Black People — And Failed</i> (9.50 min.) (Link in Sources below) ● Student access to computers/laptops and Pear Deck - OR: notebooks or paper and pencils to take notes and respond to questions while watching videos. ● Copies of or Links to Articles from the Pulitzer Center’s project: <i>A Revolution for Puerto Rico’s Afro-Latinos</i> by Natasha Alford. (Link in Sources below)
--	--

- Butcher paper or poster board, markers/pencils, etc. and access to computers and printers for downloading images, for creating infographics
- Video: *Your Attention Please: Initiative 29 - Loíza/Hulu* (21.35 min.) (Link in Sources below)
- Images of ordinary as well as ornate historical markers that exist in public spaces (Note: Teacher can create these from pictures/images in their own community)
- Copies of the Artist Statement Template - one per group (in Lesson Materials Document)
- Student access to art materials needed by each group to create the historical marker they design and plan to create (**NOTE:** The teacher may wish to collaborate with the school art department, library, or other similar departments to access materials for students to create their historical markers.)
- Teacher Resource: Images of student created Historical Markers as a reference: (In Lesson Materials Document)
- CAP Rubric (in Lesson Plan above)
- Teacher Resource: Gallery Walk Sample Document (in Lesson Materials Document)
- Teacher Resource: Construction Days Exit Tickets (Note: This is an optional resource for the teacher - In Lesson Materials Document)

Source(s):

- [Video High School Project Saves the Beach,](#)
- Video: [Latin America Tried To Eliminate Black People — And Failed](#)
- Articles from the Pulitzer Center’s project: [Pulitzer Center’s project A Revolution for Puerto Rico's Afro-Latinos by Natasha Alford](#)
- Video: [Your Attention Please: Initiative 29 - Loíza](#)

Engage

Teacher Will

(NOTE) Group ELLs/SPED and GIFTED Students strategically to provide language and or learning support as needed.

1. Introduce the vocabulary “Historical Memory” and its meaning to the class and ask students to describe some ways that we remember historical events, people, and contributions in public spaces. The teacher can provide an example such as “we name parks after people or put their image on a stamp” to help spark students' thinking.
2. **Conduct historical memory activity** - Prepare three poster size ‘post-it’ papers, each with *one* of the following headings: events, people, contributions.

(NOTE): Each poster should have one example that can guide students' thinking. *For example...*

- Events: 9/11 Memorial in New York City
- People: Benjamin Banneker High School
- Contributions: Veteran’s Day

3. Put students in three table groups, and give each group one poster and a pack of markers. Set a timer for three minutes and have students brainstorm and write down on their poster how history is remembered or commemorated in relation to their poster heading (each table uses a different color of marker).
4. After each 3-minute period is up, rotate posters so each table group has a chance to brainstorm and write their response to every heading. Then put all of the posters on the wall for the class to see.
5. Lead a whole-group discussion about how students feel about the history that is commemorated in their community or country, *asking “What is remembered and what is forgotten?”*

(Preparation: Linking to Background)

Students Will:

1. Participate in class conversation sharing out their ideas in response to the teacher’s questions.
2. Work in groups to brainstorm how history is remembered or commemorated in relation to the topics on their poster paper and write down their thoughts on their poster using their group’s marker color.
(Grouping: Small group) (Integrating Processes: Listening/Speaking/ Writing) (Application: Hands-on /Meaningful/Promotes engagement)
- 3 & 4. Continue to work as a group to brainstorm and record their thinking about all 3 poster headings.
(Grouping: Small groups) Integrating Processes: Listening/Speaking/Reading/ Writing) (Application: Hands-on/ Meaningful/ Promotes engagement)
5. Participate in a whole class discussion of how they feel history is commemorated in their community or county.
(Grouping: Whole class) (Integrating Processes: Listening/Speaking)

<p>6. Introduce the vocabulary word: “Civic Action Project” to the class, and ask students to share their understanding and experience with Civic Action Projects and engage in a class discussion of what a CAP is and how it is done. Then, explain to students that they will complete a Civic Action Project focusing on historical memory and commemoration in public spaces. Pose the following question to students: <i>What are some things we could do to improve or increase the diversity of historical commemorations that we see in public spaces?</i></p> <p>(Preparation: Linking to past learning/Linking to Background)</p> <p>7. Introduce how civic action projects are conducted and ask students to reflect on the following questions as they watch a video about a CAP. Questions: <i>What was the point of the CAP? What were the people trying to do? How did they do it? Who was involved?</i> Show the video High School Project Saves the Beach, then engage in a class discussion of the components of the student CAP activities shown in the video.</p>	<p>6. Students will engage in a class discussion of Civic Action Project, sharing their knowledge and experiences of any Civic Action Projects they have been involved in in the past. Then reflect on the teacher’s question and share out their ideas for how they think they could improve or increase the diversity of historical communication in public places.</p> <p>(Grouping: Whole class) (Integrating Processes: Listening/Speaking) (Application: Meaningful/Promotes engagement)</p> <p>7. Watch the video shown by the teacher thinking about the questions asked and participate in the class discussion afterwards sharing out what they observed about how a CAP is done in the video.</p> <p>(Grouping; Whole class) (Integrating Processes: Listening/Speaking)</p>
<p>Explore</p>	
<p>Teacher Will: IQ #1 - <i>What current barriers to justice exist for Afro-Puerto Ricans?</i></p> <p>1. Documentary and Reflection on Black Experiences in Latin America - Introduce the lesson vocabulary words to the class: “Resistance”, “Commemorate”, “Afro-Latinx” and discuss the meaning of each with the students. Then prepare students to view the mini AJ+ documentary (video: Latin America Tried To Eliminate Black People — And Failed) as a whole class. While viewing the video, have students record their responses in Pear Deck (or in a physical written format). Ask students to review the following reflection</p>	<p>Students Will:</p> <p>1. Engage in a class discussion of the lesson vocabulary words and their meanings. Then read and reflect on the questions written on the board and watch the video shown by the teacher to the class and focus on information to help answer the questions asked, and write down the answers as they watch the video).</p> <p>(Grouping: Whole class) (Integrating Processes: Listening/Writing) (Application: Meaningful/Promotes engagement)</p>

questions on the board as they view the documentary:

- *What new knowledge did you gain about the issues facing Afro-Latinx communities?*
- *How is the history of Afro-Latinx communities being ignored or forgotten?*
- *From the perspectives shared in this video: What similarities and differences do you observe in the experiences and treatment of African descendant people within Latin American society and African descendant people in the United States?*

2. Once the documentary is finished, allow at least (3) student volunteers to share out their reflections that were written in Pear Deck.
3. **Preparation for Infographics** - Afro-Puerto Rican Focus - project or write the following question on the board to begin the next activity: *What current barriers to justice exist for Afro-Puerto Ricans?*
4. After presenting the inquiry question to the class, divide students into (3) jigsaw "expert" groups. The teacher will explain that the Jigsaw Activity is a cooperative learning strategy that enables students of a "home" group to specialize in one aspect of a topic. And then, as students re-group with the whole class to share information, each "home" group serves as a piece of the topic's puzzle.
 1. Expert Group1 - [Black Identity](#)
 2. Expert Group2 - [Police Targeting](#)
 3. Expert Group3 - [Loiza and Property Rights](#)

(NOTE) The teacher will strategically group students providing language and/or learning support as needed. The teacher will review the categories for each "expert" group (shown below). These categories direct the group's focus and help students explore different aspects of contemporary barriers to justice experienced by Afro-Puerto Ricans, and then have each group identify their expert group category they will engage in.

2. Share out their written responses to the questions with the class after watching the video.

(Grouping: Whole class) (Preparation: Linking to past learning)

3 & 4. Read and reflect on the questions written/projected on the board by the teacher. Join their group members to engage in a Jigsaw activity, listening to the teacher's instructions for how to engage in a Jigsaw Activity and identify the Expert Group they will be engaged in, reflecting on what that means to them.

(Grouping: Whole class/Small Group) (Integrating Processes: Listening/ Reading)

Explain - Formative Assessment

Teacher Will:

1. The teacher will give the groups copies or links to articles from the [Pulitzer Center's project A Revolution for Puerto Rico's Afro-Latinos by Natasha Alford](#). Groups work together to analyze essential topics and create an infographic sharing out what was learned about their group's category. Before releasing students to work, the teacher will review the requirements for the infographic:
 - Title
 - Group member names
 - (4) organized summary sections about the topic
 - At least (3) relevant images
 - (1) reflection paragraph explaining why this topic is significant and its impact on the Afro-Puerto Rican community

(NOTE) Teacher considerations - circulate around the room to promote on-task behavior and provide help/support as needed for students in their expert groups as they review their assigned topics and prepare and work to create their infographics.

2. When finished, the teacher will display the completed infographics around the room, and use them as a formative assessment of student learning and understanding. The teacher will also encourage the Students to view the work of other groups to gain a holistic perspective on barriers to justice that exist for Afro-Puerto Ricans.

Students Will:

1. Within their expert groups, the students will read the article provided and work together to create an infographic that includes the elements explained by the teacher that reflects the knowledge gained from their expert group exploration.

(Grouping: Small groups) (Integrating Processes: Listening/Speaking/ Reading/ Writing) (Application: Hands-on/Meaningful/ Promotes engagement)

2. View and read the work of other groups' infographics to gain a holistic perspective on barriers to justice that exist for Afro-Puerto Ricans.

(Assessment: Small group/Written)

Elaborate

Teacher Will:

IQ #2 – *In what ways have Afro-Puerto Ricans used culture as a form of resistance?*

1. Prepare students to view the [video: Your Attention Please: Initiative 29 - Loíza](#) by asking students to review the following reflection

Students Will:

1. Prepare to watch the video by reading and reflecting on the questions written on the board.

questions projected on the board and consider:

- *How have Afro-Puerto Ricans honored and preserved history?*
 - *In what ways have Afro-Puerto Ricans used culture as a form of resistance?*
2. While viewing the video, ask students to jot down at least (3) key details that stick out to them about Afro-Puerto Rican history, culture, and resistance. Responses should be recorded in Pear Deck or in physical written format.
 3. Once the video is complete, allow students to share their reflections orally.
 4. **CAP - Creating a Historical Marker** - As a transition into the CAP, ask students to consider and discuss as a class the way Afro-Puerto Ricans have used the arts and public displays of artists' expression to preserve history and culture. Have students make a connection to the opening activity of this lesson where students considered:
 - *What is remembered and what is forgotten?*
 - *In what ways do we remember historical events, people, and contributions in public spaces?*
 - *What are some things we could do to improve the diversity of historical commemorations we see in public spaces?*

(Preparation: Linking to past learning)

5. The Teacher will then instruct students to create self-selected groups of (5) students to create and carry out their own Civic Action Project.
6. Explain to the students that they will be drawing from the opening discussion about historical memory and public space, to select points of pride in Afro-Puerto Rican history and culture to use in creating a historical marker to use to communicate information through public viewing within the school community.
7. Ask students to consider the following questions when selecting a topic:

(Grouping: Whole class) (Integrating Processes: Listening/ Reading)

2. Watch and listen to the video and write down on Pear Deck or on paper, 3 key details that stand out to them about Afro-Puerto Rican history, culture and resistance.

(Grouping: Whole class) (Integrating Processes: Listening/Reading/Writing)

3. Engage in a class discussion of the video, sharing out the the 3 key details they have recorded from the video, and reflecting on their fellow classmates' reflections too

(Grouping: Whole class/Independent) (Application: Meaningful/Promotes engagement)

4. Think about and reflect on what they know about the ways Afro-Puerto Ricans have used the arts and public displays of artists' expression to preserve history and culture. Then also reflect back on the questions discussed with the class at the beginning of the lesson as the teachers asks the questions again.

(Grouping: Whole class/Independent)

5. Choose 4 other class members to work with to create a Civic Action Project.
- 6 & 7. Listen and reflect on the teacher's instructions for what to use to help create their CAP. Ask any questions they may have about how to create a historical marker.

(Grouping: Whole class/Small Group) (Integrating Processes: Listening/Speaking)

(Preparation: Linking to past learning)

8. Work together in their groups to plan out and create their historical marker. When completed, create a written explanation to post with their marker and also write out a 3 paragraph explanation of the topic being

- *What aspects of Afro-Puerto Rican history and culture should be commemorated?*
- *Are there any historical figures or events that inspired you the most within this unit?*
- *What type of historical marker would you like to create?*

(NOTE): It is also helpful for the teacher to show students examples of historical markers that can be seen everyday in your community by showing student images of ordinary as well as ornate historical markers that exist in public spaces to commemorate figures, events, and communities. Sample student created markers are also available in the Lesson Materials Document as a teacher resource.

(Scaffolding: Guided Practice/Modeling)

8. Provide students with arts and craft materials to assist in the building process (see student sample images).

(NOTE): This is a great opportunity to collaborate with the school art department, library, or similar departments to support the art integration goals of this project. Then provide time for students to work in their groups to construct their historical markers during class time.

9. Being that all historical markers have some form of written explanation featured on them, students will additionally write a (3) paragraph explanation of the topic being commemorated by their historical marker and also write out a (1) paragraph Artist Statement (See Artist Statement Template) explaining the creative display and the artistic elements the group chose. This explanation is to be placed with the historical marker while it's on display within the school community.
10. The teacher should also present the CAP Rubric to students, to explain the project requirements and grading process.

commemorated by their historical marker using the Artist Statement Template provided by the teacher.

(Grouping: Small Group) (Preparation: Linking to past learning) (Application: Hands-on/ Meaningful/Promotes engagement/Linked to Objectives)

8. Students will also use the CAP Rubric presented by the teacher as a guide for creating their historical marker.

9. Students will write a (3) paragraph explanation of the topic being commemorated by their historical marker and also write out a (1) paragraph Artist Statement (See Artist Statement Template) explaining the creative display and the artistic elements the group chose. This explanation is to be placed with the historical marker while it's on display within the school community.

Evaluate - Summative Assessment

Teacher Will:

Students Will:

1. Once the historical markers are completed, students will implement their CAP by displaying their markers within the school community and advertising the project for others outside of the class, to come and view the commemorative work. Collaborate with school personnel to arrange for a place/places for students to display their markers. Then allow student groups dedicated time to set-up their historical markers, written explanations, and artist statements in a display format within a designated location.

(Note) Different design elements may require a specific set-up. For example, some historical markers may be large or include pieces that require assembly before viewing.

2. Then set up and engage student groups in a formal gallery walk and artist interview where they will present their historical markers to each other and interview each other using the questions below.

(NOTE): The teacher should designate a full class period to host a gallery walk (See [Gallery Walk Sample Document](#)) in Lesson Materials Document as a resource) and artist interviews where students will view each other's work and explain their historical marker to their classmates, and conduct an interview asking questions of each group as they present their marker to the class.

3. During the artist interview, students will explain the topic they chose to commemorate as well as the artistic process they followed to create the historical marker. Artist Interview questions could include:
 - *What artistic elements did your group use and why?*
 - *How has constructing this historical marker expanded your knowledge about Afro-Puerto Rican history and culture?*
 - *What did you learn about yourself or your group members while constructing this historical marker together?*

1. Display their historical markers in a place/s arranged for in their school community by the teacher, and advertise to others outside of their class through personal communication to let them know that the display is available for them to view.

(Grouping: Small Groups/ Independent)
(Application: Hands-on/Meaningful/Promotes engagement/Linked to Objectives)

2 & 3. With their group members, engage in a gallery walk and artist interviews to present their historical markers to their fellow class members and explain it to them, and also to observe other groups' markers and ask interview questions using the Artist Interview Questions given by the teacher.

(Assessment: Group/Written/Oral)

- *How does your historical marker contribute to greater awareness about Afro-Puerto Rican history and culture?*
- *How does this CAP project promote greater diversity and inclusion within our community*

4. The teacher will use the CAP Rubric to assess students' displayed historical markers as well as their explanation of their marker made during the gallery walk, and their response to the Artist Interview Questions, with a score of 80 pts or higher indicating mastery

Extensions(s): The teacher can assist students in using their Civic Action Project to help build community awareness and support to improve the diversity of historical commemorations by having students share their historical markers outside of the school community through social and other media means.