AN EDUCATOR’S RESOURCE GUIDE
UNIT 1: IDENTITY
# ¡NUEVOlution! Latinos and the New South
An Educator’s Resource Guide

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ABOUT THE EXHIBITION

¡NUEVOlution!: Latinos and the New South

Over the past 25 years, the South has emerged as the nation’s most vibrant area of Latino growth and has transformed itself from a place that previously held almost no immigrants to a multi-cultural, multi-ethnic and fast changing environment. ¡NUEVOlution!: Latinos and the New South explores the seismic demographic change that the South has and continues to experience, something that many historians consider to be the biggest story in southern history since the Civil Rights Movement. Today, Charlotte tops the Nielsen list of fastest growing major Latino metro areas, up over 400% since 2000. In Charlotte-Mecklenburg schools, 1 in 5 students is now Latino.

¡NUEVOlution! is divided into four different sections based on the concept of encuentros, or exchanges, in which the visitor will be able to connect southern history to his/her experience in the Latino New South. Relying heavily on first-person accounts (via video) and interactive questions, the exhibit seeks to help visitors connect through shared stories and experiences. The entire exhibit is transadapted, into English and Spanish, which unlike literal translation, takes into account the nuances and cultural richness of the Spanish language while retaining the core message, thus creating deeper connections with Latino visitors. Another unique feature of the exhibit is the inclusion of Latino artwork. These pieces help to convey the promising and challenging lived experiences of this demographic change.

We are excited to share the ¡NUEVOlution! curriculum, a foundation from which educators can further engage students around the themes and topics within the exhibit. The curriculum is divided into three units, each of which contains lesson plans that meet NC Essential Standards and Common Core objectives. To assist educators in bridging the gap between the classroom and the exhibit, each lesson plan incorporates videos from ¡NUEVOlution! that can be accessed online. Moreover, we encourage educators to be creative and adapt the lesson plans to meet the needs of their students.

It is our hope that the ¡NUEVOlution! curriculum enable educators to open the door for dialogue, build bridges between students of different backgrounds, introduce multiculturalism, and help students connect their personal stories to this new chapter in Southern history.
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Latin American Map and Flags

Common Core and NC Essential Standards: 3.G.1.5; 3.G.1.6

Objective: Students will be able to identify the countries of Latin America and the diverse elements that define the region.

Warm-up: Ask students to write a paragraph that describes the United States to someone who has never been here before. What would they see, hear, smell, sense? Encourage them to think about places, people, environments, traditions, and jobs. When finished, select a few students to share their responses with the class.

Lesson:
1. Show students the brief video “Introduction to Latin America”:
   https://www.youtube.com/watch?v=HEnEnv6ssWY. Show students a map of the world and explain where Latin America is located, highlighting the different countries.
2. In the school library, allow students to look up a map of Latin America. Pass out the Blank Political Map of Latin America worksheet and ask to students to label all of the countries, capitals, and major geographic features. Students can color that map in class or at home.
3. Assign each student a country to research on a computer. Each student will draw and color their country’s flag and list below the important characteristics of the country, such as the capital, independence day, population, major language, major religion, geographic features, a large labor force, a popular food, and the meaning behind the color and symbols of the flags. This can be completed on a sheet of copy paper or a larger piece of poster board.
4. Have students present their flags to the class.
5. Hang the flags in your class and allow students to walk around and complete the Flags of Latin America worksheet.

Additional Writing/Discussion Prompt: Have students ask their parents/guardians to help them research the presence of their Latin American country in Charlotte.

See in ¡NUEVOlution! and/or watch online: Map of Latin America; Identity Theater; Interactive: What makes someone American? Southern?; Origins/Orígenes; Taste/Sabor; Fusion/Fusión; Together/Juntos
Latin American Cultures Yesterday and Today

**Common Core and NC Essential Standards:** 6&8.C.1; 6.G.1.4; CCSS.ELA-Literacy.RH.6-8.2; CCSS.ELA-Literacy.W.6-8.1; 6.V.2.3

**Objective:** Students will be able to understand how place shapes personal identity. Students will be able to discuss the traditions of Latin American countries.

**Warm-up:** Ask students to write about where they are from and how that shapes who they are. Encourage them to think about how their traditions are shaped by where their parents, grandparents, and more distant ancestors were from. When students are finished, have them share their responses in small groups of 3-5 students.

**Lesson:**

1. Introduce students to the concept of cultural geography through the About.com video “What is Cultural Geography?” [http://video.about.com/geography/What-Is-Cultural-Geography-.htm](http://video.about.com/geography/What-Is-Cultural-Geography-.htm) Attached you will find a transcript of the video. You may consider making a short presentation to review the types of cultural geography.

2. Pair students with a partner and assign each pair a Latin American country for which they will research the traditions and cultural geography of the country. Students must use multiple sources. Ask students to create a 5-7 minute presentation comparing and contrasting the ancient culture of their assigned Latin American country to that of the country’s contemporary culture. Presentations should include a written component and a visual art component presented on a computer or on poster board.

3. Have students write an essay about the influence of Latin American on Charlotte. How are aspects of Latin American culture represented in Charlotte? Instruct them to write a clear argument and to support their claims with clear reasons and relevant evidence. This may require them to do additional internet research. This assignment can be completed either in class or for homework.

**Additional Writing/Discussion Prompt:** Ask students to imagine that they are moving to a different country. What traditions and items would they take with them? What traditions and items might they lose by moving to a different country? How would this affect how their identity

**See in ¡NUEVOlution! and/or watch online:** Map of Latin America; Identity Theater; Interactive: What makes someone American? Southern?; Origins/Orígenes; Taste/Sabor; Fusion/Fusión; Together/Juntos
Cultural Geography of Latin America

Common Core and NC Essential Standards: LAS.G.1; WH.H.2.4; CCSS.ELA-Literacy.W.9-10.2; CCSS.ELA-Literacy.W.9-10.7

Objective: Students will be able to understand how place shapes personal identity. Students will be able to discuss the traditions of Latin American countries.

Warm-up: Ask students to write about where they are from and how that shapes who they are. Encourage them to think about how their traditions are shaped by where their parents, grandparents, and more distant ancestors were from. When students are finished, have them share their responses in small groups of 3-5 students.

Lesson:

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2. Pair students with a partner and assign each pair a Latin American country for which they will research the traditions and cultural geography of the country. Students must use multiple sources. Ask students to create a 5-7 minute presentation to share with the class. The presentation should include a written component and a visual component presented on a computer or on poster board. Students should take notes during presentations.

3. Assign students a research project about the influence of Latin American on Charlotte. Instruct students to create their own research question about the representation of Latin American culture in Charlotte. Remind them to write a clear argument and to support their claims with clear reasons and relevant evidence. Encourage students to be creative with this project, such as creating a film. This will require them to do additional internet research. This assignment can be completed either in class or for homework.

Additional Writing/Discussion Prompt: Ask students to imagine that they are moving to a different country. What traditions and items would they take with them? What traditions and items might they lose by moving to a different country? How might this affect their identity?

See in ¡NUEVOlution! and/or watch online: Map of Latin America; Identity Theater; Interactive: What makes someone American? Southern?; Origins/Orígenes; Taste/Sabor; Fusion/Fusión; Together/Juntos
**Flags of Latin America**

Match each flag with the correct country.

- Nicaragua
- Peru
- Puerto Rico
- Brazil
- Bolivia
- Panama
- Venezuela
- Paraguay
- French Guiana
- Costa Rica
- Mexico
- Colombia
- Ecuador
- Suriname
- Guyana
- Argentina
- Chile
- Guatemala
- Cuba
- Uruguay
- Belize
- El Salvador
- Honduras
- Dominican Republic
# Flags of Latin America

Match each flag with the correct country.

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What is Cultural Geography?

Geography is the study of the physical and cultural components of the world. While physical geography pertains to the natural forces and landscapes of the world, cultural geography, also called human geography, studies the human characteristics of a location and how these in turn relate and are affected by the natural world.

There are Different Fields

First divided from the total field of Geography by Berkeley professor Carl Saver, it has since been divided into three branches: the Traditional Berkeley School, new cultural geography, and "more-than-representational" geographies.

Traditional Cultural Geography also known as Berkeley School is rooted in the belief that societies and cultures grow out of a landscape and also reshape the landscape. Those following this school of thought focus mainly on the physical cultural world, such as buildings, parks, and architecture, in non-modern and rural communities.

New Cultural Geography came about in the 1980’s and focuses on contemporary and urban cultures, examining non-physical elements such as gender, language, and identity.

"More-than-Representational" Geography focuses on understanding a cultural landscape by physically witnessing the practices, focusing on how the human cultures are actually performed.

Globalization

One field of study impacting all cultural geography is globalization, cultural integration that occurs as culture in the form of physical and non-physical ideas and practices is exchanged throughout the world. This can occur in four forms:

- Trade and transaction
- Capital and investment movements
- Migration of people
- The spread of knowledge and ideas.

This is interesting because as culture created in one space and environment moves to new places, it adapts and integrates alongside the area's native culture.
Choosing Your Identity

Common Core and NC Essential Standards: 3.C.1; CCSS.ELA-Literacy.W.3.1

Objective: Students will be able to understand the complexity that surrounds identity and the terms “Latino” and “Hispanic.”

Warm-up: Have students write a list of words that identifies who they are. The words could describe personality attributes, where they are from, what groups they identify with, their culture, and other general adjectives.

Lesson:

1. Ask students to share their lists of terms that describe them. Write some of them on the classroom dry-erase board. Ask students if any of these terms perfectly describes everything about them, their interests, heritage, beliefs, and personality?” Discuss the complexity of labeling people and placing them into categories.

2. Have students write on a sheet of paper where they are from. Under that, have them list things based on where they are from that help shape their identity. Encourage them to think about things such as foods, sayings, interests, traditions, languages, and beliefs. Have students share where they are from and their lists. Try to write as many responses as possible on the board to show the diversity of the classroom.

3. Now ask students, based on their lists, is there anyone one word or category that describes them? Once students have chosen their one word, discuss their answers and why they chose that one word. Ask students if it was difficult to choose just one word?

4. Next, write the terms “Latino” and “Hispanic” on the board. Ask students to raise their hands if they can define either term. Guide the discussion so that students understand that Latino refers to people with ties to the cultures and nationalities of Latin America and that Hispanic refers to the broad range of people Spanish speaking peoples, including the Iberian Peninsula. Make sure to emphasize that these terms do not describe race. Show your students a map of the world so they can see the regions being discussed. Tell your students that the South has the fastest growing Latino population in the United States. Ask students: How is this evident in Charlotte and where you live?

5. Explain to your students that the terms “Latino” and “Hispanic” are predominantly used in the United States to categorize or group people of Latino America together. Students should know that in Latin America, people do not generally use these terms and more often than not identify with their country of origin and cultural heritage. Furthermore, Latin America is a diverse region with a people from a variety of races and ethnicities. Because of this, when one notes that Charlotte has a fast-growing Latino population, students should understand that this is a diverse population.
6. Ask students what language is spoken in Latin America? Explain that in addition to Spanish, Portuguese, French, Dutch, and English, there many indigenous languages spoken in Latin America. Watch the ¡NUEVOlution! video Origins/Orígenes. This video will demonstrate for students how some people in Latin America identify with specific ethnic groups rather than a nationality, such as Colombian. The ¡NUEVOlution! videos Taste/Sabor and Fusion/Fusión will show students how the diversity of Latin American food and music is present in and shaping the South.

7. Ask students: Is it fair to categorize all of the diverse people of Latin America as either Latino or Hispanic? How would you feel if someone chose your identify for you? Discuss their responses.

**Homework:** Write a paragraph about whether you think it is fair to categorize a bunch of different people under one label. How would you feel if someone chose your identify for you? How would you feel if you traveled overseas and people assumed that since you are an American you must act, speak, and think like all other Americans?

**Exit ticket:** What is the difference between the terms “Latino” and “Hispanic?” How do most individuals of Latin American origin identify?

**See in ¡NUEVOlution! and/or watch online:** Identity Theater; Did you know? Facts; Origins/Orígenes; Taste/Sabor; Fusion/Fusión; Hopes and Fears for the Future South
Constructing an Identity: “Latino” vs. “Hispanic”

Common Core and NC Essential Standards: CCSS.ELA-Literacy.RH.6-8.2; CCSS.ELA-Literacy.W.8.2

Objective: Students will be able to understand the complexity that surrounds identity and the terms “Latino” and “Hispanic.”

Warm-up: Write the terms “Spanish,” “Latino,” and “Hispanic” on the board. Ask students to define the words on a sheet of paper. Have a few students share their responses and open the floor for discussion. Do not settle on a class consensus for an answer.

Lesson:

1. After the warm-up, allow students to view either of the following videos:

2. Have students return to the definitions sought in the warm-up and discuss the answers, and how “Latino” and “Hispanic” are constructs, or, umbrella terms used in the United States to categorize people with diverse backgrounds and identities as one homogenous group. Compare this to other labels used in the United States, such as “Southern” and “Yankee.”

3. Next have students do a close reading of the excerpts from the abbreviated article “Which is it, Hispanic or Latino?” and complete the article’s accompanying worksheet for middle school students. This can be done individually, in pairs, or in groups.

Exit ticket/Homework: Have students write responses to the following prompts/questions:

1. Describe yourself in as many ways as possible.
2. Is there any one word the accurately describes everything about you, your interests, and your heritage?
3. How would you feel if/when someone categorizes you as one “blanket” term?
4. What are the challenges and limits people face when someone categorizes them as simply “Latino” or Hispanic?”

See in ¡NUEVOlution! and/or watch online: Identity Theater; Did you know? Facts; Origins/Orígenes; Taste/Sabor; Fusion/Fusión; Hopes and Fears for the Future South
Constructing an Identity: “Latino” vs. “Hispanic”

**Common Core and NC Essential Standards:** CCSS.ELA-Literacy.RH.9-10.2; CCSS.ELA-Literacy.RI.9-10.2

**Objective:** Students will be able to understand the complexity that surrounds identity and the terms “Latino” and “Hispanic.”

**Warm-up:** Write the terms “Spanish,” “Latino,” and “Hispanic” on the board. Ask students to define the words on a sheet of paper. Have a few students share their responses and open the floor for discussion. Do not settle on a class consensus for an answer.

**Lesson:**

1. After the warm-up, allow students to view either of the following videos:
2. Have students return to the definitions sought in the warm-up and discuss the answers and how “Latino” and “Hispanic” are constructs, umbrella terms used in the United States to categorize people with diverse backgrounds and identities as one homogenous group. Compare this to other labels used in the United States, such as “Southern” and “Yankee.”
3. Next have students do a close reading of “Which is it, Hispanic or Latino?” (the unabbreviated copy) and complete the article’s accompanying worksheet for high school students. This can be done individually, in pairs, or in groups.

**Exit ticket/Homework:** Have students write responses to the following prompts/questions:

1. Describe yourself in as many ways as possible.
2. Is there any one word the accurately describes everything about you, your interests, and your heritage?
3. How would you feel if/when someone categorizes you as one “blanket” term?
4. What are the challenges and limits people face when someone categorizes them as simply “Latino” or Hispanic?”

**See in ¡NUEVOlution! and/or watch online:** Identity Theater; Did you know? Facts; Origins/Orígenes; Taste/Sabor; Fusion/Fusión; Hopes and Fears for the Future South
Which is it, Hispanic or Latino? (*abbreviated article*)
Cindy Y. Rodriguez, CNN
Sat May 3, 2014
http://www.cnn.com/2014/05/03/living/hispanic-latino-identity/

If there's one thing everyone should know about Hispanics in the United States, it's that this rapidly growing minority has an undefined identity crisis.

Why? Because of the confusion surrounding what to call people whose ethnic background is from Latin American and Spanish-speaking countries. Some even feel 100% American or 100% Latino -- or Hispanic, depending to whom you're talking.

How do you know which term to use? "Hispanic" and "Latino" are often used interchangeably and aim to describe the same group of people, but technically they do not mean the same thing.

What's more, within Hispanic communities in the United States, most people identify with their country of origin and often use hyphens to represent their loyalties to both cultures: like "Mexican-American."

We're constantly having to straddle two worlds: the one where our families came from and where we've chosen to live.

To make matters even more complicated, all that can change depending on where Latinos are in any given moment.

When I'm in my parents' native country of Peru, I'm American with Peruvian parents and that's that. No matter how hard I've tried to be "Peruvian enough" to my fellow Peruvians, I might as well be a gringa in their eyes.

And, when I'm back in United States, someone will inevitably ask me where I'm from in a way that suggests I'm not from the good ol' U.S. of A.

In other words, imagine having to constantly tell people that you're made of two colors: blue and yellow, but all people see is green, and you constantly have to go in the light and show them you are made of both colors.

Identifying as Hispanic or Latino comes with its ups and downs. But perhaps breaking down what these terms mean and how they're used within this diverse community of 54 million Latinos can help shed some light on our experience.

...
The term Hispanic was first used by the U.S. government in the 1970s in an attempt to count people from Mexico, Cuba and Central and South America but what she failed to mention was that the term has existed for centuries.

Back then, there wasn't a private or public sector that had a uniform way of collecting data on the Hispanic community, so a committee was formed and it opted not to use Latino because, if taken literally, it could include Europeans of Latin origin.

The goal was to accurately account for this growing and discriminated against population so laws could be implemented to help with their needs as well as trace their accomplishments.

The term Latino finally came to fruition in the 2000 census as a more inclusive way to include mixed races known as "mestizo" or "mulato" in Central and South America.

In short, Hispanic refers to language and Latino refers to geography.

One reason for my ambivalence with both these terms is that I didn't grow up using either one.

I was born and raised in New Jersey by my Peruvian immigrant parents in a predominantly Hispanic community where everyone identified with their family's country of origin. I was Peruvian for the better half of my life and it's perhaps why I use the terms interchangeably and have no preference.

...

There are a couple of reasons [asking “Where are you from?] is irritating to many Latinos. It implies that the person being asked is a foreigner when he or she, or his or her family, could have easily been in the United States for several generations.

It also inevitably puts Latinos in a box, making them feel singled out and forced to justify their American-ness.

...

All the attention Latinos have gotten over the years has come with its fair share of stereotypes and misconceptions, some I'm able to laugh off and some I wish I could wave a magic wand and change immediately, like:

Being asked to say something in Spanish (Nope, I'm not here solely for your entertainment.), to explain where exactly Peru is (Don't admit the little geography you know.), if I know someone you once met in Peru (It's a big country, the chances are impossible.), if I'm a U.S. citizen (That's never, ever appropriate.), and -- my personal favorite -- introducing me to your friend from a Latin American country because you believe we will hit it off. (Common backgrounds don't necessarily mean you are introducing me to my future bestie.)
“Which is it, Hispanic or Latino?” Worksheet (Middle School)

Name: ______________________________________      Date: ___________     Block: ________

Answer the following questions in complete sentences.

1. How does the author describe what it is like to for her to self-identify in the United States?

2. How did the terms “Hispanic” and “Latino” become accepted in mainstream use?

3. How do most Hispanics/Latinos in the U.S. self-identify?

4. Why can asking, “Where are you from?” be offensive?

5. Why are the terms “Latino” and “Hispanic” complicated to use?


7. What was the author’s purpose in writing this article?
Which is it, Hispanic or Latino?
Cindy Y. Rodriguez, CNN
May 3, 2014
http://www.cnn.com/2014/05/03/living/hispanic-latino-identity/

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Identifying as Hispanic or Latino comes with its ups and downs. But perhaps breaking down what these terms mean and how they're used within this diverse community of 54 million Latinos can help shed some light on our experience.

Hispanic or Latino?

Years ago, I attended a media networking event hoping to meet more established journalists.
I remember saying something along the lines of, "Ah, the joys of being Hispanic," and an older Latina woman turned around and said, "No, sweetie, you are a Latina. Don't refer to yourself as Hispanic. The government invented that word for us."

Um, OK. I think I hit a nerve.

Then, a younger Latino man snickered and asked her to not take those labels so seriously. She quickly turned to him and, judging by her wide eyes and stiff demeanor, she clearly did not agree. Her eyes then met with mine and she looked at me as if I had to make a choice: Hispanic or Latino? What's it going to be?

The room immediately felt as if it divided into two uncomfortable teams.

I could feel the warm embrace from the "Hispanic team," which was easygoing and used both terms interchangeably, and imagined them saying to me, "Come on over! Hispanic? Latino? Whatever you feel is best."

But the looming eyes of "Latino team" made me feel obligated to side with them and take some kind of political stance on the term. Using Latino had a slight "sticking it to the man" feel.

I wasn't sure how I felt about identifying with either term, so I decided to hold my tongue, take a deep breath and smile.

Even though this woman I had never met tried to impose her label on me, she was partially right.

The term Hispanic was first used by the U.S. government in the 1970s in an attempt to count people from Mexico, Cuba and Central and South America but what she failed to mention was that the term has existed for centuries.

Back then, there wasn't a private or public sector that had a uniform way of collecting data on the Hispanic community, so a committee was formed and it opted not to use Latino because, if taken literally, it could include Europeans of Latin origin.

The goal was to accurately account for this growing and discriminated against population so laws could be implemented to help with their needs as well as trace their accomplishments.

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In short, Hispanic refers to language and Latino refers to geography.

One reason for my ambivalence with both these terms is that I didn't grow up using either one.
I was born and raised in New Jersey by my Peruvian immigrant parents in a predominantly Hispanic community where everyone identified with their family's country of origin. I was Peruvian for the better half of my life and it's perhaps why I use the terms interchangeably and have no preference.

I'm not alone.

Most Hispanics in the United States prefer to use their country of origin to describe themselves most often. About half said they have no preference for either term but for those who did, Hispanic was preferred over "Latino," according to the Pew Research Center.

"For example, in California, the state with the largest Hispanic population, 30% say they prefer 'Hispanic' and 17% say they prefer the term 'Latino,'" according to Pew. The results were similar in Florida and New York.

The only exception is Texas where there was an overwhelming preference for "Hispanic." Among Hispanic Texans, 46% prefer the term Hispanic, while 8% say they prefer Latino.

But this wasn't always the case.

"There was a time when Latino was primarily used in the West Coast and Hispanic on the East Coast," said Mark Hugo Lopez, director of Hispanic Research at the Pew Research Center.

The use of both pan-ethnic terms are unique to the United States, Lopez added, as is the ongoing identity debate on which term to use.

**Latino vs. Hispanic on social media**

Latinos are the most active of all ethnic groups on social media networking sites -- Hispanic adults topping at 72%, followed by African Americans at 68% and whites at 65% -- and CNN recently looked into which term was used more often and in what state across the country.

Even though Pew found that Hispanic was preferred over Latino when it came to identity, in the past year, CNN found that Latino was mentioned more on Twitter than Hispanic.

"From what I've seen, the term Hispanic inspires more rage than Latino," said Adrian Carrasquillo, former social media manager at NBC Latino and now editor of Latino coverage for BuzzFeed.

"For a long time the Latino community has been fragmented, but now they are starting to have more cohesion and the rise of Latino is bringing people together more," he added.
The term's popularity may also have to do with the sudden surge of niche sites that contain the term, like Fox New Latino or The Huffington Post's LatinoVoices or two new magazines: Cosmopolitan for Latinas and Glam Belleza Latina.

CNN found the states where Google users searched the most for the term Latino from 2011-2014 were Virginia, California, Texas, Florida, Arizona and New York. The states with the highest Google searches for Hispanic were New Mexico, Texas, District of Columbia, Florida and Arizona.

Google searches for Hispanic have declined over the past 10 years, while searches for Latino have remained steady and even seen an uptick in the past two to three years. The only exception each year was during Hispanic Heritage Month.

"Groups like Latinos in Social Media and niche Latino sites that have launched recently have a lot to do with Latino being used more than Hispanic, but Latino refers to flavors, people and music. You don't hear people say 'Hispanic music,' they say 'Latino music,'" said Joe Kutchera, author of "Latino Link: Building Brands Online with Hispanic Communities and Content."

"Latino media outlets have turned to Latino more because the term feels more inclusive, but that can always change. Younger generations are generally more accepting and don't care as much about these labels," Kutchera added.

Such was the case for Lance Rios when he started the popular Latino-based community Facebook page Being Latino. He said he realized Latino held more weight than Hispanic because it was a term embraced within the community.

"Twenty years ago Chicanos were Chicanos, and Boricuas were Boricuas but now it's different," Rios said. "Latino encompasses many more who can identify with having parents from different parts of Latin America."

**That annoying question: Where are you from?**

Marco Perez, founder of the United Latino Professionals, has developed a good-natured sense of humor when he is asked a question that many Latinos often hear: Where are you from?

Perez said the question doesn't bother him much anymore.

"I just say I was born in Guatemala but was raised in New York since I was toddler so I identify myself more with 'American' culture," Perez said.

It's clearly not a one-word answer for Perez but not as complicated as some make it out to be.
"Their reaction always depends on who it is, their level of education and what part of the country I'm in. But I get reactions such as, 'No, I mean ethnic origin,' but in many cases they simply leave it at an awkward, 'Oh OK,'" Perez said.

There are a couple of reasons why this question is irritating to many Latinos. It implies that the person being asked is a foreigner when he or she, or his or her family, could have easily been in the United States for several generations.

It also inevitably puts Latinos in a box, making them feel singled out and forced to justify their American-ness.

Before I knew any better, the question also made me feel foreign, so I always had my Americana spiel ready to go: "Yes, I'm Peruvian but I was born and raised in New Jersey. And, I went to Rutgers, and watched 'Full House' and 'Saved by the Bell' growing up. I love apple pie and spend Fourth of July weekend down the shore, etc."

The only time I feel like I'm identifying with the Hispanic or Latino label is when I'm around non-Latinos or filling out the census survey.

**Living in two worlds**

With all the "Latino boom" talk, I realized I am a part of the population that isn't just part of the changing face of America but that also is altering its economic landscape.

You've heard the statistics: Latinos have a $1 trillion buying power only expected to grow. The Latino vote helped Obama get elected in 2008 and 2012. They're one out of every six people, one out of every four babies born each year.

The Hispanic population accounted for more than half of the country's growth in the past decade as well as 95% of the teen population growth through 2020. And, by 2050, Latinos are projected to make up 30% of the U.S. population.

That's what Hispanic marketing expert Chiqui Cartagena calls the duality of the Latino reality.

"From the grocery aisle where you pick up your Corona beer and your dulce de leche ice cream, to the Billboard charts where Pitbull, Marc Anthony and Jennifer Lopez routinely dominate, to the lunch you order at Chipotle .... the Latino effect is everywhere," wrote Cartagena, the vice president of corporate marketing for Univision Cartagena, in an op-ed for CNN.

When companies talk about the Hispanic market, they are referring to the bilingual Latino who has embraced both cultures, eats pizza and tacos, and the growing share of Hispanics who prefer to consume their news in English from television, print, radio and Internet outlets.
But Pew also found that most Latinos acknowledge the importance of speaking Spanish and found that more than 34 million Hispanics ages 5 and older spoke Spanish at home, which may be the reason why English and Spanish have influenced each other so much.

Language isn't the only aspect of Latino culture to keep in mind when speaking to this growing community in the United States. It's also important to know that Latinos are not a monolithic culture.

While a large percentage of the Hispanic market is of Mexican origin, there are still two dozen other nationalities that make up America's Latino population. Also, Latinos come in all shapes, complexions and sizes.

Glenda Guevara has little patience for stereotypes these days.

"I now take the 'where are you from?' as a teaching moment," said Guevara, who was born in El Salvador. "But I do get furious when I'm told that I can't be from El Salvador because I don't fit the 'look.'"

Without completely losing her cool, Guevara continually responds by asking, "What exactly does an El Salvadoran look like? Please tell me what my people should look like?"

Latin America's diverse racial demographics are the result of a mixed-race background of European, African and indigenous cultures.

All the attention Latinos have gotten over the years has come with its fair share of stereotypes and misconceptions, some I'm able to laugh off and some I wish I could wave a magic wand and change immediately, like:

Being asked to say something in Spanish (Nope, I'm not here solely for your entertainment.), to explain where exactly Peru is (Don't admit the little geography you know.), if I know someone you once met in Peru (It's a big country, the chances are impossible.), if I'm a U.S. citizen (That's never, ever appropriate.), and -- my personal favorite -- introducing me to your friend from a Latin American country because you believe we will hit it off. (Common backgrounds don't necessarily mean you are introducing me to my future bestie.)

These awkward and often staggering encounters only confirm how ambiguous Latinos' collective identity is to those on the outside.

But if waving that wand meant having to alter who I am or how I move seamlessly between two worlds, then I'd hold back. I can only hope that as the Hispanic community continues to grow, so will a more defined identity.
“Which is it, Hispanic or Latino?” Worksheet (High School)

Name: ________________________________ Date: ___________ Block: ________

Answer the following questions in complete sentences.

1. How does the author describe what it is like to for her to self-identify in the United States?

2. How did the terms “Hispanic” and “Latino” become accepted in mainstream use?

3. How do most Hispanics/Latinos in the U.S. self-identify?

4. What is the author’s argument in the section titled “Latino vs. Hispanic on social media?”

5. Why can asking, “Where are you from?” be offensive?

6. Why are the terms “Latino” and “Hispanic” complicated to use?


8. What was the author’s purpose in writing this article?
9. What can you infer about the overall preferences of the people polled?

10. Which nationality has a greater percentage of people who do have a preference of term than those who do not?

11. Based on the article “Which is it, Hispanic or Latino?” why do you think so many of the people polled do not prefer one term over the other?
Story of Self


Objective: Students will be able to identify and apply the essential elements of plot to their lives.

Warm-up: Have students play a simple version of “Two Truths and A Lie” where they are to list three things about themselves, two of which should be facts and another something made up. Classmates are to guess the “lie” in each student’s list.

Lesson:

1. Watch either Dreamers/Visionarios or Building/Construcción videos as a class. Have students fill out a chart outlining the Challenges, Choices, and Outcomes that some of the interviewees faced.
2. With the “Story of Self” template, (attached) have students begin to work on their own stories that include a challenge, choice, or outcome they have created.
3. After students have completed their stories, with a peer, edit the stories together to make sure no necessary details are missed.
4. Have students share their stories with the class.

Additional Activity: Encourage students to bring in a picture/self-portrait that will help them illustrate their story-of-self.

See in ¡NUEVOlution! and/or watch online: Healing/Curación; Leadership/Liderazgo; Dreamers/Visionarios; Building/Construcción; Interactive: What is your American Dream?
# STORY of SELF TEMPLATE

**Working Title**: ___________________________  
**By**: __________________________

## Challenge

In one paragraph, 4-8 sentences, describe the difficult situation(s) that you have gone through. Be sure to be specific.

- What age were you?
- Where were you living?
- What was a typical “challenging” day like?
- How did it make you feel?

**Possible first sentences**

I remember when I was __ years old. I lived in __________ with __________. Most days/ one day/ each day, __________.

## Choice

In your second paragraph (4-6 sentences), explain how you came to a turning point. What choice(s) did you have to make.

- How old were you (or how long after your challenge) did you decide you had to do something?
- How did you become aware of your choices?
- Was there any conversation that you had with yourself or someone else about your choices?
| What did you choose to do? What were your reasons? |  |
| How hard/easy was it for you to choose what you did? |  |

**Outcome**

In your final paragraph, (4-8 sentences),

Tell what the outcome of your choice was. How did you end up? Looking back, was it good decision?

- How did you react to the choice?
  - How did others react to your choice?
- How are things for you now?
- Looking back, would you have made a different choice? Why or why not?
- Did you learn anything from the challenges you went through, the choices you made? The outcomes that happened? What?
Celebrating “Day of the Dead” in the South

**Common Core and NC Essential Standards:** 4.C.1; 5.C.1; CCSS.ELA-Literacy.RI.4.1; CCSS.ELA-Literacy.RI.5.1; CCSS.ELA-Literacy.W.4.2; CCSS.ELA-Literacy.W.5.2

**Objective:** Students will be able to identify the traditions of Dia de los Muertos / “Day of the Dead,” how it differs from Halloween, and how the holiday’s popularity has grown in the South.

**Warm-up:** Ask students to write about their favorite tradition or food that originated in another country. Have students share their responses.

**Lesson:**

1. Have students read Celebrating Day of the Dead in the South and complete the associated worksheet with a partner. Discuss the article and their answers together as a class.
2. Watch the ¡NUEVOlution! video Honoring/Homenaje and ask students to complete the Honoring/Homenaje Video Worksheet. After the video, ask the students for initial reactions to the video and discuss. Have students share their answers from the worksheet.
3. Using what they have learned about Day of the Dead and what they know about Halloween, have students write two paragraphs about how the two holidays are different.

**Additional Activity:** Have students make sugar skulls in class. Follow this recipe created by MexicanSugarSkulls.com: http://mexicansugarskull.com/sugar_skulls/instructions.html#teacher.

**See in ¡NUEVOlution! and/or watch online:** Map of Latin America; Identity Theater; Interactive: What makes someone American? Southern?; Honoring/Homenaje; Taste/Sabor; Fusion/Fusión; Together/Juntos
Holidays and Traditions of Latin America

**Common Core and NC Essential Standards:** 6.C.1; 6.TT.1; CCSS.ELA-LITERACY.RH.6-8.2; CCSS.ELA-Literacy.W.6.2

**Objective:** Students will be able to identify traditions and holidays across Latin America.

**Warm-up:** Ask students to write about their favorite tradition or food that originated in another country. Have students share their responses.

**Lesson:**

1. Watch the ¡NUEVOlution! video *Honoring/Homenaje* and ask students to complete the *Honoring/Homenaje Video Worksheet*. After the video, ask the students for initial reactions to the video and discuss. Have students share their answers from the worksheet.

2. Assign each student, or pair of students, a different Latin American country for which they will research holidays and traditions using technology in the classroom or school library. Students may create a PowerPoint or Prezi presentation, written essay, and/or poster to share their findings with the class.

***The research project may be assigned over the course of two class periods***

**Additional Activity:** Have students research Hispanic Heritage Month. Ask them to address the following questions in two paragraphs: When is it? Why is it significant? How is it represented and celebrated in your community?

**See in ¡NUEVOlution! and/or watch online:** Map of Latin America; Identity Theater; Interactive: What makes someone American? Southern?; *Honoring/Homenaje*; *Taste/Sabor*; *Fusion/Fusión*; *Together/Juntos*
Independence Day in Latin America

Common Core and NC Essential Standards: CCSS.ELA-Literacy.RI.9-10.1; CCSS.ELA-Literacy.RI.11-12.1; CCSS.ELA-Literacy.W.9-10.7; CCSS.ELA-Literacy.W.11-12.7; HS.TT.1

Objective: Students will explore the histories of independence days across Latin American and identify similarities between those histories and celebrations and that of the United States.

Warm-up: Ask students to write a paragraph about Independence Day. Why is it significant in the U.S.? When is it? How is the holiday observed in the U.S.? Have students share their answers.

Lesson:

1. Ask students how many of them have heard of Hispanic Heritage Month? Have those who raise their hands explain the significance of Hispanic Heritage Month.
2. Have students read on their own, with a partner, or as a class the overview of Hispanic Heritage Month written by HispanicHeritageMonth.org.
3. Assign students a Latin American country for which they will research the history of its Independence Day and holiday traditions and celebrations. Students should create a PowerPoint, Prezi, or poster board presentation detailing information about the Independence Day they have researched. What is the history behind the date? How is it remembered and celebrated? How does it compare to the history and celebration of Independence Day in the United States? You can assign countries to students individually or students can work with a partner. Bring students to the library or use technology available in the classroom.
4. Have students present their research to the class.

Additional Writing Assignment: Ask students to participate in Hispanic Heritage Month events in the community. Have them write 2-3 paragraphs about their experience: Where did you go? What did you experience? What was new to you? How has this experience helped you to better understand the cultural practices within the Hispanic community? What does the existence of Hispanic Heritage Month celebrations in your community say about the changing South?

Exit Ticket: How do independence days across Latin American compare to Independence Day in the U.S. both historically and traditionally?

See in ¡NUEVOlution! and/or watch online: Map of Latin America; Identity Theater; Interactive: What makes someone American? Southern?; Honoring/Homenaje; Taste/Sabor; Fusion/Fusión; Together/Juntos
Celebrating Day of the Dead in the South

Over the past twenty-five years, the population of people with Latin American heritage has grown faster in the South than anywhere else in the United States. As Latino communities grow, their traditions and culture blend with Southern traditions and culture. Day of the Dead is one example of how Latino traditions can be found in the South.

Day of the Dead is a holiday first celebrated in Mexico. The holiday begins on November 1 and it ends on November 2. Sometimes people mistake Day of the Dead for a Mexican version of Halloween. Even though Halloween is celebrated the day before the Day of the Dead, they are actually two different holidays. Day of the Dead started in Mexico, whereas Halloween began in Ireland. The origins of both holidays date back hundreds of years.

Another difference is how people celebrate the two holidays. During Day of the Dead, family members and friends get together to remember and pray for family members and friends who have died. People who celebrate Day of the Dead believe that their actions on this holiday help their loved ones on their spiritual journey.

People practice many traditions for Day of the Dead. Family members and friends build altars called ofrendas for the dead. They decorate each alter with sugar skulls, flowers, candles, tissue paper, pictures, and the favorite food and beverage of the deceased. These items represent the four main elements of nature: earth, wind, water, and fire. Family members and friends also leave gifts and items that belonged to the deceased at their graves.

Day of the Dead festivities are becoming more and more popular in the Southern United States as Latino communities grow across the South. Every year, Levine Museum of the New South in Charlotte, North Carolina hosts a Day of the Dead event in which thousands of people come together to celebrate the Mexican holiday. This is just one of the many exciting ways that Latino culture is blending with Southern culture in the United States.
Celebrating Day of the Dead in the South Worksheet

Name: ________________________________ Date:_______________

Use the article Celebrating Day of the Dead in the South to answer the following questions in complete sentences.

1. How do people celebrate Day of the Dead? What are the traditions?

2. Why is Day of the Dead becoming more popular in the South?

3. Use a dictionary to define four unfamiliar words from the article.
Honoring/Homenaje Video Worksheet

Name: _______________________________ Date: _______________

1. What did you see and hear in the video?

2. What was the video about?

3. What looked familiar to you? What looked new to you?

4. Do you see yourself in this video? If so, where and why? If not, why not?

5. What did this video show about how the South is changing?
During **National Hispanic Heritage Month** (September 15 to October 15) we recognize the contributions made and the important presence of Hispanic and Latino Americans to the United States and celebrate their heritage and culture.

Hispanics have had a profound and positive influence on our country through their strong commitment to family, faith, hard work, and service. They have enhanced and shaped our national character with centuries-old traditions that reflect the multiethnic and multicultural customs of their community.

**Hispanic Heritage Month**, whose roots go back to 1968, begins each year on September 15, the anniversary of independence of five Latin American countries: Costa Rica, El Salvador, Guatemala, Honduras and Nicaragua. Mexico, Chile and Belize also celebrate their independence days during this period and Columbus Day (Día de la Raza) is October 12.

The term Hispanic or Latino, refers to Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race. On the 2010 Census form, people of Spanish, Hispanic and/or Latino origin could identify themselves as Mexican, Mexican American, Chicano, Puerto Rican, Cuban, or "another Hispanic, Latino, or Spanish origin."

According to this Census, 50.5 million people or 16% of the population are of Hispanic or Latino origin. This represents a significant increase from 2000, which registered the Hispanic population at 35.3 million or 13% of the total U.S. population.

Please share in this special annual tribute by learning and celebrating the generations of Hispanic Americans who have positively influenced and enriched our nation and society.