

AMERICAN SABOR

Latinos in U.S. Popular Music

CLASSROOM CURRICULUM AND EDUCATOR RESOURCES

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The American Sabor website
<http://www.americansabor.org>



LATINO EXPRESSION: HIGH SCHOOL

Washington State Social Studies Assessment: *Cultural Interactions*

TEACHER INSTRUCTIONAL STEPS

- Review the Historical Background
- Look over the Teacher Background Information for elementary and middle school teachers.
- Explain the purpose of this lesson, which is to learn about music by Latino artists and consider music as a primary historical source
- Guide students in comparing and contrasting Latinos' (as one cultural group) current political, economic, and social status, roles and contributions in each of two regions/countries in which they live
- Students will conduct research outside of class time.
- Students will develop a paper about the economic, social, and political factors that have influenced the cultural group's status in each region or country.

MATERIALS PROVIDED BY EMP|SFM

- Latino Cultural Group Worksheet
- Music as Historical Source worksheet
- Compare and Contrast: Puerto Ricans, Mexican Americans, and Cuban Americans
- Access to the Web pages for the exhibition *American Sabor: Latinos in U.S. Popular Music*, emp|sfm.org
- Historical Background (Resources)

OBJECTIVE

Students will study music created by Latinos as a primary historical source. Students will become familiar with Latino history by comparing the history of Latinos in various regions of the United States.

STUDENT LEARNING PREPARATION

1. Students should visit the Web site of *American Sabor: Latinos in U.S. Popular Music* to get a sense of the music, themes and people included in the exhibition, <http://www.empmuseum.org/exhibitions/index.asp?e>
2. Students should also keep a journal for a period of one week and write in it daily. Entries should document any instance where students see or hear Latino culture, including but not limited to school, neighborhood, home and other such as magazines, television, radio.
3. Assign students to research the Latino cultural group(s) in their home city. Students take note of where they located this information and where evidence can be found in their city of Latino presence.

AUDIO WARM-UP ACTIVITY

Students listen to audio clips from <http://www.empmuseum.org/education/index.asp?articleII>

IN CLASS PRE-LESSON ACTIVITY

Students share their entries with the class. Students report on the information they found about the Latino cultural group(s) in their city. Discuss whether this information is new to the students. Ask students to think about if this information was true for their city 5 and 10 years ago. What implications or conclusions can be drawn for the future based on this discussion?

ACTIVITIES

1. Provide students with the Historical Background. This material should be read and studied in class or provided for out-of-class review.
2. Ask students to list what they know about Latinos and/or Latino culture. This is a general question to get students thinking about the theme and to encourage students to consider what information (or assumptions) they bring into their learning about Latinos
 - List the various Latino cultural groups as featured in the exhibition *American Sabor: Latinos in U.S. Popular Music*. Remind students that Latinos are a diverse and varied people and for purposes of the lesson, a selected few Latino cultural groups will be the focus.
 - Have students break up into groups so they can select from the following Latino cultural groups: Mexican, Cuban, Puerto Rican. If you prefer, each student could study each Latino cultural group.
 - Students research the history of the cultural group (from heritage to current status —political, social, etc.).
 - Students discuss and use the Comparisons charts to assist them in learning about general similarities and differences between Cubans, Puerto Ricans and Mexicans. (Students must supplement their learning about these groups with research outside of class.)
 - Students complete the Latino Cultural Group worksheet.
3. To emphasize music as a historical source, students research music and songs by Latino artists. Students should complete the Music as Historical Source worksheet. Consider researching the following musical genres/styles as a pair and compare their history, the history of their Latino cultural group of origin: corridos and plena OR salsa and hip hop.
 - Review the worksheets with students in class. Facilitate discussion.

Washington State Educators: As a class, explore the current status of Latino cultural groups in order to complete the Cultural Interactions Classroom-Based Assessment.

- Students choose (or teacher assigns) two cultural groups to study, using the Internet, written sources and/or information taken from the Historical Background.
- Help students identify what other information they need in addition to classroom learning and how they will locate it.
- Students can use the Latino Cultural Groups worksheet to structure their research.
- To incorporate music into the assessment: students should choose one style of music from each group that they are studying and discuss how it reflects its contributions and current status.

Key questions may include:

- How did this music come to exist? What are its roots?
- What messages does this music send? What does it say about the people who perform it and listen to it?
- How does it reflect the challenges faced by the cultural group? How does it reflect their responses to the challenges?
- Who are some of the important performers in this style?