

Subject: ELA Grades 6-8

Objective: Students will recognize that many of us have a second culture we belong to along with our American heritage. Students will explore the importance of acknowledging both cultures.

Essential Question: How can we embrace our parents culture along with our American culture?

Materials: [Padlet account](#), Google Classroom, [Hispanic Heritage Month](#), [Hispanic Heritage Week](#), [Defining Latino: Young People Talk Identity, Belonging | NBC Latino | NBC News](#)

Standards:

LESSON DESCRIPTION:

Background information: During Hispanic Heritage Month, we recognize the achievements and contributions of Hispanic American champions who have inspired others to achieve success. The observation began in 1968 as [Hispanic Heritage Week](#) under President Lyndon Johnson and was expanded by President Ronald Reagan in 1988 to cover 30 days. It was enacted into law on August 17, 1988.

- Background video of [Hispanic Heritage Month](#) *Stop at 3:22*

Begin the lesson by explaining to students that we are all part of different generations.

 Generations can have more than one meaning. It can mean all of the people born and living at about the same time. For example, you all form part of Generation Z, people born between 1997-2012. It can also mean being the first generation of a family to be born in a particular country. For example, being a first-generation American means, you might have been the first in your family to be born in America.

Explain to students that some of them or their siblings may be the first generation to go to college or even high school. Others may be second or third generations as your parents or grandparents have already gone to high school or college and graduated.

Optional: At this point, it might be helpful to share your own experiences with students about being first-generation or second, etc.

 We will watch a video about young people who explain about finding your place within your identity.  [Defining Latino: Young People Talk Identity, Belonging | NBC Latino | NBC News](#)

During the video, have students take notes about things that they find interesting or can relate to. After the video, have students go to [Padlet](#) and share their thoughts about the video on a premade template.

[Padlet remake video](#)

ACTIVITY:

After your class discussion, have students begin to think about how they can create a platform to empower other peers to be proud of their own culture. Make sure they include their American culture as well as that is a part of them.

Students can create a presentation, a collage (on paper or through Google Slides), a clips video, a comic strip (on paper or through Google Slides).

The goal of this project is highlight & empower the culture of each student alongside their American culture.