



Who I am: The Past, Present, and Future

Tina and Rabih- Total 60 min

Audience: 9th grade

Inquiry Question: How can we begin to distinguish between stereotypes and authenticity in relation to the development of a young woman's self-image?

Objective- Through creating a dialogue, we can examine the societal stereotypes that impact us as multifaceted women.

Opening Ritual-

15 min-Tina

Check-in: Rabih will put up pictures of stereotypes, juxtaposed with pictures of an artist who embodies various identities that we plan on addressing throughout the workshop. There will be a quick introduction of students names (Name tags should have been decorated by this point), PGP, fun fact about themselves, and identify one component of the contract they appreciated in regards to building a safe space.

Classroom Teacher Role: Students should have the opportunity to decorate their name tags before we arrive, or for homework the previous evening, to be assigned by the classroom teacher, in anticipation for our arrival. Additionally, a contract will be drafted collaboratively with the classroom teacher in order to build a safe space and foster community. Each student should have the contract signed prior to the lesson.

Materials: *Markers, name cards*

Objective: This activity will allow students to introduce themselves and allow spatial learners to get creative and artistic, before verbally introducing themselves. Ultimately, this section seeks to establish a communal and safe space before diving into the lesson.

Introduction of Works and Artists: Distribute a printed copy of Elizabeth Acevedo's biography and the poem "Afro-Latina." Pick a volunteer to read the biography out loud and play the video of Acevedo performing, while we read along with the printed copy of the poem.



Objective: To introduce the artist to students, who they may identify with based her on the various themes incorporated into her poetry and self, as an artist, such as gender, race, ethnicity, etc.

Intro Activity:

10 min- Rabih

Prep Work for Inside/Outside of the Box Main Activity

Rabih will open the discussion about the pictures posted up earlier. She will ask the students to offer perspectives, characteristics, and traits that they *observe* from the photo, poem and video of Acevedo. Then she will continue the discussion on how the stereotypical photos connect to Acevedo. What are the ways Latina women are viewed in society? In which photos do you see this conveyed? How do those stereotypes impact Acevedo, fellow Latinas, and other women?

Tina will write down on the board a working definition of what a *stereotype* is, as well as *authenticity* and under these categories she will scribe the responses of the students.

(Reflection included throughout the introductory activity)

Objective

The goal is to have students begin to recognize stereotypes vs. what is authentic (true selfhood and identity). We want to introduce exactly what stereotypes are by having the students engage in the activity using Acevedo as an example. With a clear definition of stereotype and authenticity, from the discussion, students can personally engage in the Inside/Outside of the Box activity sheet.

Main Activity:

15 min-Tina

Outside of the box “ I am”

This calls for students to brainstorm the different identities they represent/are seen as/considered by themselves and others (racially, ethnically, religiously, etc). We will hand out a worksheet with a box in the center. In the box, students should list all of the stereotypes of identities that have been instilled into them by their environment, or others, and the social requirements to identify as (x). *For example, someone might not be considered African or Latina “enough” because they don’t speak their family’s native*



language, or embody stereotypical physical characteristics and/or attitudes. Outside the box they will list the qualities of themselves that speak to their identities, who and how they view themselves. They will have 3 mins to fill out the box.

Reflection: Both Rabih and Tina will model by sharing from their boxes. 2 students will share some of the different identifying characteristics they came up with.

Objective: To help students begin to brainstorm the different identities they represent, examine the societal instilled stereotypes associated with their identities, and personal/attributes. The long term goal is to utilize these sheets for individual poems that students will write for our next session.

Closing Ritual

10 min-Tina

Everyone will stand in a circle and we will go around, having each student state what culture/ethnicity they come from and incorporate why they take pride in this aspect of their identity.

Objective: We would like to provide a moment to close out the workshop and have each voice in the room heard and acknowledged, while celebrating diversity.

Multiple Intelligences

visual/spatial, linguistic, intrapersonal, interpersonal, naturalist, existential

Poems

Elizabeth Acevedo

Classroom Teacher Role

Have students begin decorating their name tags ahead of time and signed contracts, so that we may begin with the brief introduction right away.

Creative Elements

Skills: Self love, identity and portrayal

Themes: female empowerment, self- reflection versus stereotypes



Poem: Elizabeth Acevedo - "Afro-Latina"

<http://youtu.be/tPx8cSGW4k8>

Camina con migo
Salsa swagger anywhere she go
Como la negra tiene tumbao
Azucar!
Dance to the rhythm
Beat the drums of my skin
Afro-descendant, the rhythms within
The first language I spoke was Spanish
Learned from lullabies whispered in my ear
My parents tongue was a gift, which I quickly forgot
Realizing my peers did not understand it
They did not understand me
So I rejected habichuelas and mangu
Much preferring happy meals and big mac
Straightening my hair in imitation of Barbie
I was embarrassed by my grandmother's' colorful skirts
Eh-broken english when she spoke
Shit, I would poke fun at her myself
Hoping to lessen the humiliation
Proud to call myself American
Citizen of this nation
Hated caramel colored skin
Cursed God I had been born the color of cinnamon
How quickly we forget where we come from
So remind me
Remind me that I come from the Tainos of the rios
The Aztec, Mayans, los Incas
Los Españoles con sus fincas buscando oro and the Yoruba Africanos con sus manos
Built a mundo nunca imaginado
I know I come from stolen gold, from cocoa, sugarcane
The children of slaves and slave masters



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A beautifully tragic mixture
A sancocho of erased history
And my memory can't seem to escape
The thought of lost lives and indigenous rape
A bittersweet bitterness
A feeling innate
The soul of a people past, present and fate

Our stories cannot be checked into boxes
They are in the forgotten, undocumented, passed down spoon fulls of arroz con dulce at
abuela's knee
To the way our hips skip to the beat of cumbia, merengue y salsa
There in the bending and blending of backbones we are deformed and reformed beings
It's in the sway of our song
The landscapes of our skirts
The azucar beneath our tongues
We are the unforeseen children
We're not a cultural wedlock
Hair too kinky for Spain and too wavy for dreadlocks
So the palms tell the cuentos of many tierras
Read our lifeline
Birth of intertwined moonbeams and star-shine
We are every ocean crossed
North star navigates our waters
Our bodies have been bridges
We are the sons and daughters
El destino de mi gente
Black
Brown
Beautiful!
Vivermos para siempre
Afro-Latinos hasta la muerte



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Elizabeth Acevedo

