

LATINO AMERICANS

500 YEARS OF HISTORY

St. Thomas University Library & John C. Favalora Archive and Museum

Lesson Plans for History

Lesson Overview:

The Latino / Hispanic populations of the Miami region immigrated to what is today the State of Florida for various reasons, in many different ways, and at many times over the 500 years since the earliest Spanish explorers with Juan Ponce de Leon arrived in 1512 and the first Spanish settlers sailed from Cuba in 1521. Using oral history techniques, this lesson empowers students to document how, why, and when their families or their Hispanic friends or neighbors arrived in Miami.

Grades: 7-12 classes (Content maybe adapted for 4-6 grades)

Materials:

1. Map of North American from before 1800
2. Access to the St. Thomas University Library and John C. Favalora Archive & Museum exhibits: *Latino Americans: Cuban Experiences in Miami* and *Miami: A Multicultural Hispanic Community* either by field trip or Internet access
3. Video clips from *Latino Americans: 500 Years of History*
4. Resources for doing oral history are available at: Local and Oral History Resources, <https://apply.ala.org/latinoamericans/resources/local-and-oral-history>
5. Optional: audio recorders

Lesson Outcomes:

1. Students will identify areas of North American that were part of Spain before becoming part of the United States.
2. Students will develop interview questions using techniques from Oral History to document how, why, and when their families or Latino / Hispanic friends or neighbors came to Miami.
3. Students will conduct oral history interviews and prepare a report on their findings that compares insights from *Latino Americans: 500 Years of History* and the exhibits *Latino Americans: Cuban Experiences in Miami* and *Miami: A Multicultural Hispanic Community* with their findings.

4. Students will report in a speech to their teachers and classmates about how, why, and when their families or Latino / Hispanic friends or neighbors came to Miami.

Lesson Procedures:

Foundational Activity: Show students a map of North American from before 1800. Ask them to explain what country controlled the area that is now the State of Florida. Explore the early Spanish settlement of Florida and the motivation of the early settlers. Ask the students if they know how, when, and why their families came to Miami. Also ask students if they consider themselves Hispanic and/or Latino or if they have friends, family, or neighbors who are Hispanic and/or Latino.

Activity Two: Using the photographs from the exhibits: *Latino Americans: Cuban Experiences in Miami* and *Miami: A Multicultural Hispanic Community*, explore the many motivations and ways that Hispanic and/or Latinos came to Miami in the 50s, 60s, and 70s. Highlight the Camarioca boatlift, the Freedom Flights, and Operation Pedro Pan. Also show video clips from *Latino Americans: 500 Years of History*. Recommended clips related to the Cuban diaspora in Miami can be found in Episode 2, Sections 1 and 2; Episode 4, Sections 1 and 3; and Episode 6, Sections 1, 2, 3, and 6. *Latino Americans: A Series Guide* provides detailed descriptions of these sections.

Activity Three: Oral History / Designing Questions. Have students identify Hispanic and/or Latinos individuals whom they can interview for the oral history project and where they are from. Do background research on their country of origin and their community in Miami. Conduct a model interview in class to prepare students for the experience and critique the process. Have students prepare for their interviews by developing a list of five open-ended questions. Have students develop follow-up questions to ask during the interview to elicit further information.

Activity Four: Reporting on Oral History Interviews. Students can prepare reports based on what they learned from the *Latino Americans: Cuban Experiences in Miami* and *Miami: A Multicultural Hispanic Community* exhibits, their background research on their selected interviewee, and the contents of their oral history interview. Digital media literacy skills can be incorporated into the project by requiring students to include two or more photographs from the exhibits in their reports, documenting its origin and copyright status, along with a photograph of the interviewee.

Discussion Questions:

1. Why should researchers do oral histories with average people instead of just interviewing famous politicians and leaders?
2. What did you learn about how, when, and why people came to Miami that surprised you?
3. How are the stories you recorded different from the stories in the documentary *Latino Americans: 500 Years of History*?

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