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Exhibit Curriculum for Dominicans in New York: Lesson Overview

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Curriculum

Unit: Dominicans in New York – Planning and Overview

Level: Middle School/High School

Overview: This [exhibit](#) is a display highlighting the experiences and contributions of the New York Dominican population. The [exhibit](#) uses primary source materials from the archival collections of the [CUNY Dominican Studies Institute](#) Archives as well as secondary source materials from the [Dominican Library](#) including documents, photographs and memorabilia to create a visual history of Dominicans as they developed communities that became integral part of New York’s incredibly diverse human landscape. The purpose of the exhibit is to introduce, through carefully selected images, the complexity of the Dominican experience in New York to the general public, students, scholars, and policy makers. The images display glimpses of the community’s history, culture, traditions, and population changes.

Questions to Explore:

1. Who are Dominicans?
2. How have Dominicans contributed to their communities?
3. Why settle in New York?
4. What does this exhibit teach you about Dominicans who came to New York?

Specific Collections:

Who is _____?

What were some of the milestones or recognition given to _____?

What were the contributions by _____ to the city of New York?

What does _____ teach you about Dominicans?

What does the exhibit of _____ show you about the times they lived in?

Project Ideas:

- I. Students will create a personal biography of one of the Dominicans featured in the [Dominicans in New York exhibit](#). They are to decide what media to choose, and how to show case their contribution and life for their classmates to view in a classroom fair of Dominicans in New York. Examples: Powerpoint presentations, Prezi presentations, Podcasts, Visual and written collages, videos/recordings. (In pairs or individually)
- II. In pairs students are to create an Ad to promote the [exhibit of Dominicans in New York](#) in their community. Students must come up with a platform, motto, and short biography or explanation of the exhibit as a whole or one of the Dominicans featured in the exhibit. They must promote it at a specific event, and collect feedback of their Ad.

- III. Students will write a column for a class newspaper featuring the Dominicans from the [exhibit of Dominicans in New York](#). Students must reference the exhibit in order to provide specific details about the person in a limited amount of words. Students must be clear, and precise in their word choice and voice. Students will then provide their class with a copy of the newspaper in order to gather feedback about what their classmates learned about Dominicans in New York, and the CUNY DSI exhibit. (Individual).

Description:

- I. The exhibit highlights a wide range of Dominicans participating in civil service, culture, arts, and academics, which can best be appreciated through the individual study by students of each of the Dominicans featured in the exhibit.
- II. The information showcased in the exhibit its best appreciated if shared with a wider audience beyond the classroom. After a discussion about Dominicans in New York and their contributions, it seems most fitting that the class participates in making this information known to members of their community through an Ad form platform.
- III. Newspapers are one of the oldest ways to provide a large group of members of your communities the happenings in entertainment, sports, history, and current events. Our newspaper serves a different purpose; it is an opportunity for those Dominican New Yorkers that came before us to shine and get exposure for their contributions in our communities.

Preparation and Planning:

Project I

1. Using the artifacts provided by the Dominican Archives and Library through the [Dominicans in New York exhibit](#), separate each of the individual panels in order to divide the information among students.
2. Provide the parameters and descriptions for each of the modes for presenting the information. Describe the challenge as “A visual or audio representation of the information gathered from the collections in a captivating format to be presented to the class.”
3. Select classroom members to work on individual collections, and provide them with the work. Students may choose to work in pairs in order to present a more robust showcase.

Objectives:

Students would be gathering, displaying and presenting the information learned from the exhibit in the most captivating format to their classmates.

Mini Lessons:

1. Teacher provides students an example of a captivating presentation using one of the more complicated formats: Powerpoint, Prezi, or Audio/Recording.
2. Teacher will identify the skills presenting information to the whole class: Voice, eye contact, brief and clear information, preparation, posture, the use of notes and/or index cards, and answering questions.
3. Teacher should provide students with an overview description and lesson on where is the Dominican Republic located, the waves of Dominican migration, and the reasons for settling in New York City.
4. Teacher will guide the class in a lesson about the validity of sources to choose from when gathering additional information for their presentation.

ACTIVITIES

1. **Jigsaw Reading:** When reading the information in pairs students will focus on reading specific components of the exhibit and sharing what they have learned about what they read with their partner.
2. **Circle of Questions:** In their assigned pairs, students should create a circle of questions they need to answer about their assigned Dominican in order to best prepare for their presentation.
3. **Investigations:** Students will research the answers to questions they gathered through their circle of questions.

Scaffolding Strategies

1. **Think Aloud:** For students with special needs or English Language Learners going through a think aloud scaffold strategy provides students an example of how things should be done, and what they should be thinking and doing throughout a given activity or lesson. (This scaffolding could be done at any point of the project building: reading the information, creating the presentation, or the further investigation)
2. **Vocabulary Glossaries:** For English Language Learners, anticipate some of the vocabulary they might have difficulties with and provide them with a glossary with the words you anticipate they might have difficulties. The glossary should include, but may not be limited to, the definition of such word, the sentence the word came from within the text, a synonym of the word, if it is a cognate in their native language, and/or the word in their native language. You may choose to provide them with the information or simply fill in one or two columns for the students to fill in the rest.
3. **Sentence Starters:** For English Language Learners, in order to help them prepare for a whole class presentation always provide them with examples of how to begin a conversation/ presentation/ or statement. The best way to provide them with these instructions is with providing them with the start of a sentence or phrase. Most students can use this accommodation to further their development in thinking or speaking.